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ABSTRACT

The activities in this workbook are designed to provide pupils with practice in mastering the performance objectives of the Comprehensive Instructional Management System in mathematics for Level 4, Part 1, in New York City schools. It follows the sequence of the teacher's manual, with the objective number listed on each page. Over 85 performance objectives are listed, followed by worksheets for pupils. (MNS)

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CIMS

COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

A Cyclical Mathematics Curriculum



Workbook Part I

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

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FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.



Charlotte Frank,
Executive Director
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ACKNOWLEDGMENTS - 1986

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Mrs. Charlotte Frank, Executive Director. Mr. Bernard Mecklowitz, Community School Superintendent CSD 1; Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Mr. Carlos Edwards, Community School Superintendent CSD 23, and Mr. Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

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To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This mathematics workbook will help you to practice many of the new ideas your teachers have presented. Each worksheet has examples of the material you have studied in your daily mathematics lesson. As you proceed through this workbook, you will notice that you have learned many skills and will be ready to move on to more difficult ones.

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4.06.03.02	Match a set of equivalent fractions with its corresponding points on a number line.....	35b
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4.10.02.01	Identify $\frac{1}{8}$ inch on the ruler.....	37a
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4.01.04.01 -.02,.04	Define an even number as a number which is divisible by 2 or when divided by 2 leaves no remainder; define an odd number as a number which, when divided by 2, has a remainder of 1; determine if differences of even and odd numbers are even or odd.....	39b
4.09.02.01 -.03	Identify intersecting lines as two lines having one and only one point in common; identify perpendicular lines as lines that form right angles; identify parallel lines as two lines that never intersect.....	40a
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NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Add across and down to find the magic sum.

Add →



3	6	9
4	4	8
7	10	17

7	2	
6	3	

4	5	
2	1	

9	4	
0	0	

3	2	
4	3	

Write your own.

Subtract across and down to find the magic difference.

Subtract →



7	4	3
4	2	2
3	2	1

9	5	
8	5	

13	7	
9	5	

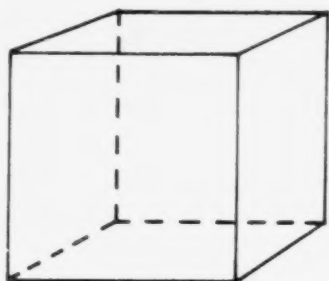
16	7	
9	4	

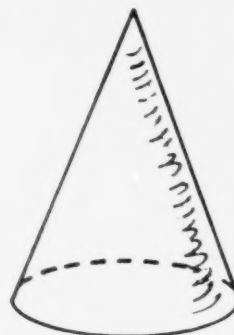
12	7	
6	2	

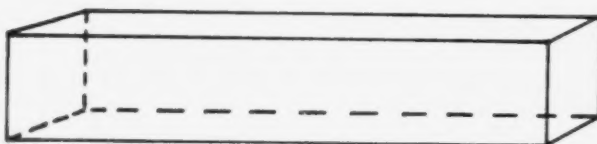
Write your own.

NAME: _____ CLASS: _____ DATE: _____

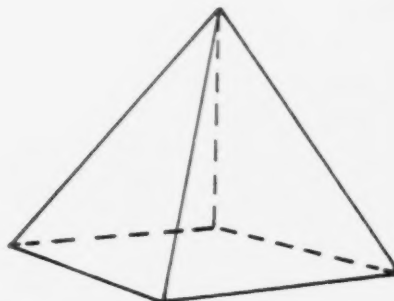
Use this worksheet with strategy 1.







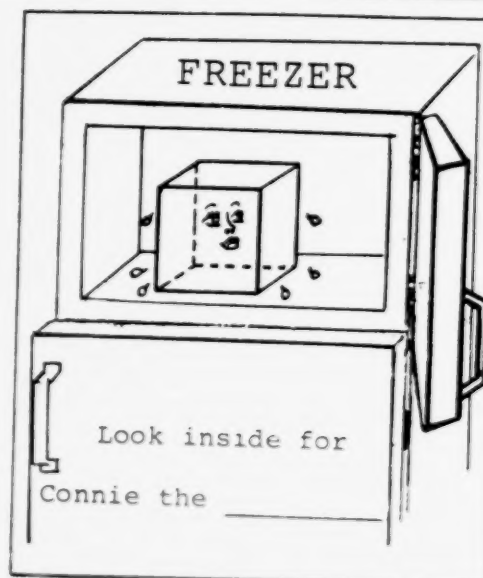
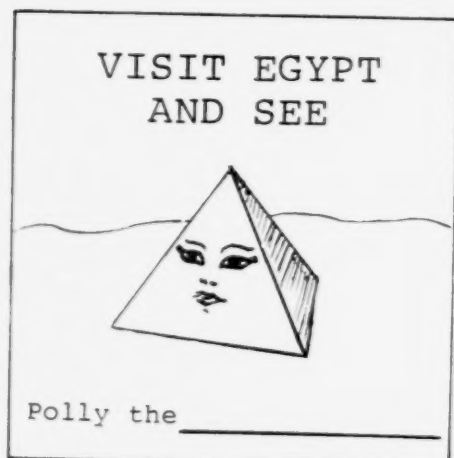
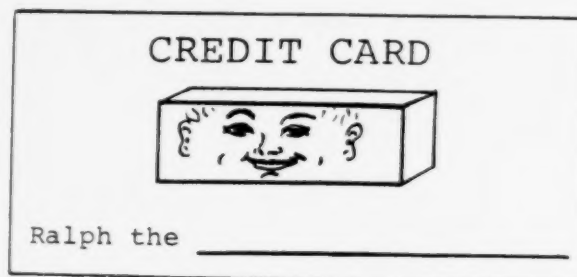
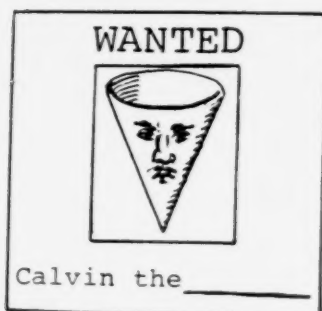




NAME: _____ CLASS: _____ DATE: _____

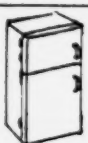
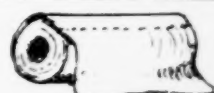
Write the name of the solid geometric figure on the line below each picture.

Do you know me?



NAME: _____ CLASS: _____ DATE: _____

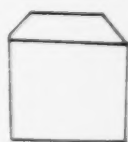
In each example below there are objects we see every day.
Write the name of the shape of each object.

What Shape Am I?	
 Ice is a <u>cube</u> .	 A party hat is a _____.
 A bar of soap is a _____.	 A refrigerator is a _____.
 A roll of paper towels is a _____.	 An Indian tent is a _____.
 A can of soda is a _____.	 Dice are _____.
 A flower box is a _____.	 An ice cream cone is a _____.

CHALLENGE!

MISSING IN ACTION

In each shape below, you see some of its faces.
How many faces can't you see?



cube

4



cone



cylinder



rectangular prism

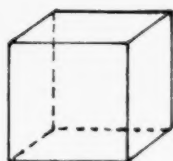


pyramid

NAME: _____ CLASS: _____ DATE: _____

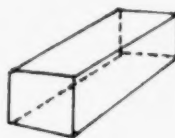
Follow the directions below.

On the lines below the pictures, write the number of faces each figure has.



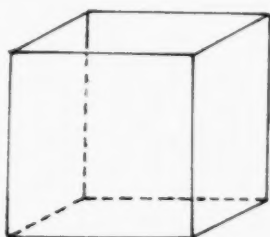








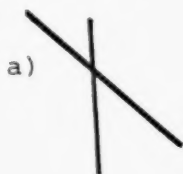
Use a red crayon to draw a point on each vertex of this cube. Use a green crayon to trace each edge.



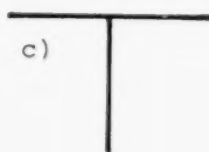
A cube has _____ vertices.

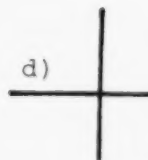
A cube has _____ edges.

When line segments meet or cross, angles are formed. How many angles are formed in each picture below?









Circle the letter of the pictures which show right angles: a b c d

How many right angles can you count in all? _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Count by tens and write the missing numbers in each row.

A. 120, 130, ____, ____, ____, 170, ____, ____, ____

B. 750, 760, ____, ____, 790, ____, ____, 820, ____

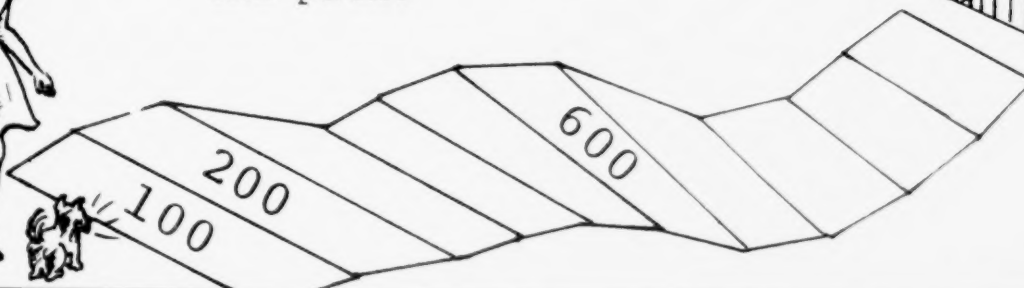
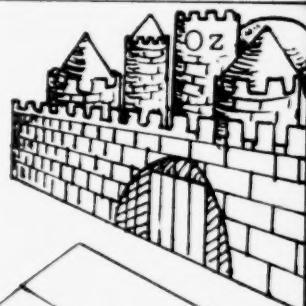
C. 490, 500, ____, ____, ____, ____, 550, ____, ____

D. 280, 290, ____, ____, ____, 330, ____, ____, 360

E. 660, 670, ____, ____, ____, ____, 720, ____, ____



Help Dorothy get to
Oz. Count by hundreds
and write the missing
numbers to complete
the path.



Do you remember?

$4 \times 6 = \square$

$3 \times 7 = \square$

$6 \times 6 = \square$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Write each number in expanded notation.

a. $7,643 = 7000 + 600 + 40 + 3$

b. $3,974 =$ _____

c. $1,405 =$ _____

d. $8,830 =$ _____

e. $5,079 =$ _____

f. $2,751 =$ _____

g. $6,200 =$ _____

Write each expanded number in standard form.

a. $5,000 + 700 + 20 + 8 =$ _____ d. $8,000 + 70 + 1 =$ _____

b. $2,000 + 200 + 30 =$ _____ e. $4,000 + 500 + 50 + 7 =$ _____

c. $6,000 + 900 + 10 + 5 =$ _____ f. $1,000 + 800 + 70 + 6 =$ _____

Draw a line to connect each number with its expanded form.

6,543

 $6,000 + 400 + 50$

6,504

 $6,000 + 500 + 40 + 3$

6,450

 $6,000 + 500 + 30 + 4$

6,534

 $6,000 + 500 + 4$ **CHALLENGE!**

Write the number represented by the words below.

one thousand two hundred eighty-four = _____

six thousand twenty-five = _____

four thousand eight hundred seven = _____

SHARPENING YOUR SKILLS

Units 1, 2, 3

Name: _____ Class: _____ Date: _____

1. $5 + 7 = \square$

(a) 11

(c) 2

(b) 12

(d) 13

8. Write the missing numbers.

10, 20, _____, _____, _____, 60

2. $12 - 9 = \square$

(e) 3

(g) 21

(f) 4

(h) 17

9. Write the missing numbers.

150, 160, _____, _____, _____, 200

3. $\begin{array}{r} 18 \\ -9 \\ \hline \square \end{array}$

(a) 8

(b) 9

(c) 11

(d) 10

10. Write the missing numbers.

300, 400, 500, _____, _____, _____

4. $\begin{array}{r} 8 \\ +6 \\ \hline \square \end{array}$

(e) 15

(f) 3

(g) 2

(h) 14

11. $4,786 = ?$

(a) $4,000 + 700 + 60 + 8$

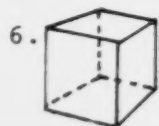
(b) $4,000 + 700 + 80 + 6$

(c) $4,000 + 700 + 60$

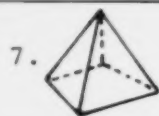
(d) $4,000 + 800 + 70 + 6$



5. This figure is a _____.



6. This figure is a _____.



7. This figure is a _____.

12. $3,000 + 50 + 7 = ?$

(e) 3,577

(g) 3,507

(f) 357

(h) 3,057

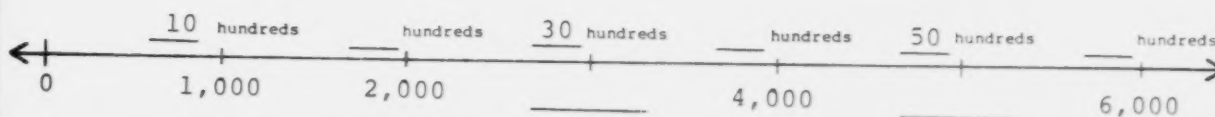
NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Each number has been written one way. Write each number two other ways.

<u>10</u>	hundreds	=	<u>1</u>	thousand	=	<u>1,000</u>
<u>50</u>	hundreds	=	_____	thousands	=	_____
_____	hundreds	=	<u>8</u>	thousands	=	_____
_____	hundreds	=	<u>6</u>	thousands	=	_____
_____	hundreds	=	_____	thousands	=	<u>2,000</u>
<u>70</u>	hundreds	=	_____	thousands	=	_____
<u>30</u>	hundreds	=	_____	thousands	=	_____
_____	hundreds	=	_____	thousands	=	<u>4,000</u>
_____	hundreds	=	<u>9</u>	thousands	=	_____

Write the missing number on the number line.

**CHALLENGE!**

4,500 = _____ hundreds

6,100 = _____ hundreds

6,700 = _____ hundreds

7,800 = _____ hundreds

2,900 = _____ hundreds

9,900 = _____ hundreds

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Circle the greatest number
in each set of three.

825 811 852

7,627 5,422 6,772

2,001 2,101 1,999

Circle the least number
in each set of three.

8,531 7,996 6,249

3,185 2,386 3,211

5,280 5,218 5,281

Write these numbers in increasing order.

4,366, 4,633, 3,998

6,101, 5,998, 6,093

2,383, 1,792, 1,599

3,087, 2,898, 3,024

Write these numbers in decreasing order.

3,857, 2,859, 2,960

1,052, 998, 1,111

2,096, 1,997, 1,059

7,088, 7,998, 8,562

CHALLENGE!

2	6	9	7
---	---	---	---

There are 24 numbers that can be written using all four of these digits. How many can you write? List them in increasing order on a separate piece of paper.

(1) Indicate the frequency next to each tally.

<u>Tally</u>	<u>Frequency</u>	<u>Tally</u>	<u>Frequency</u>
///	_____	/// ///	_____
///	_____	/// /// ///	_____
/// ///	_____	/// /// ///	_____

(2) Fill in the missing items for each table of data.

Times We Played Ball	Tally	Frequency
March	////	
April	/// ///	
May		10

Times It Snowed	Tally	Frequency
December		4
January		6
February	/// ///	

(3) It rained 3 days in October, 7 days in November, and 11 days in December. Use this table for tallying the number of days it rained each month. Then write the frequency for each month.

Rainy Days	Tally	Frequency
October		
November		
December		

CHALLENGE!

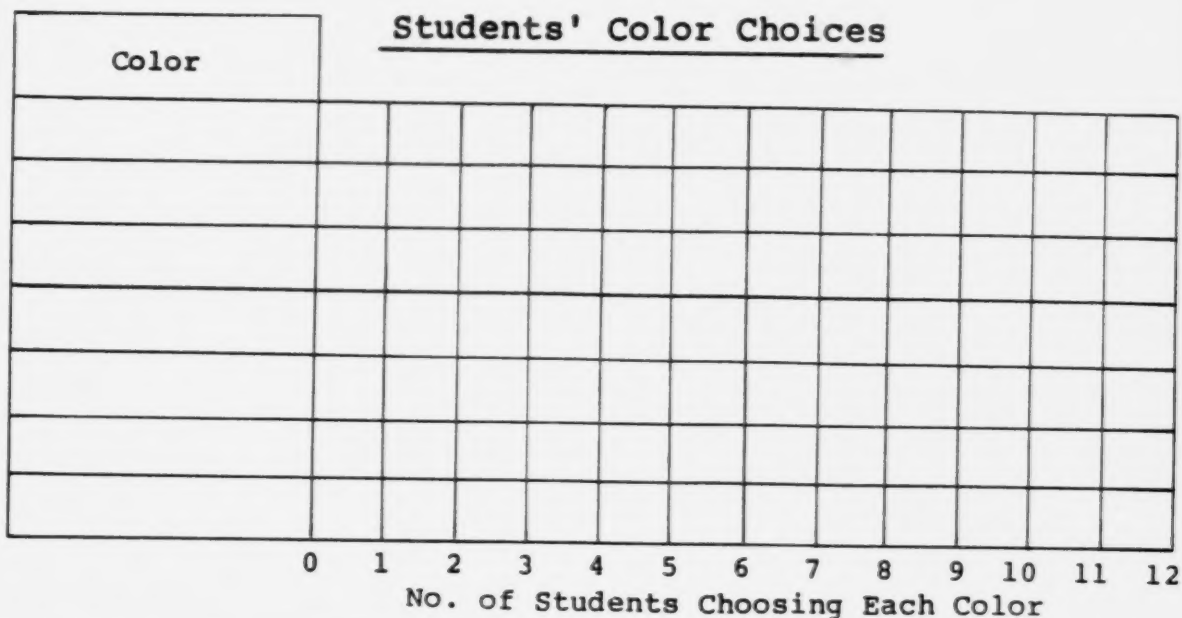
Which vowel do you think is used most frequently?

Select a paragraph from one of your textbooks or from the newspaper. Make a frequency table to record this information. Then make a bar graph to show your findings. If you can, make a horizontal and a vertical bar graph.

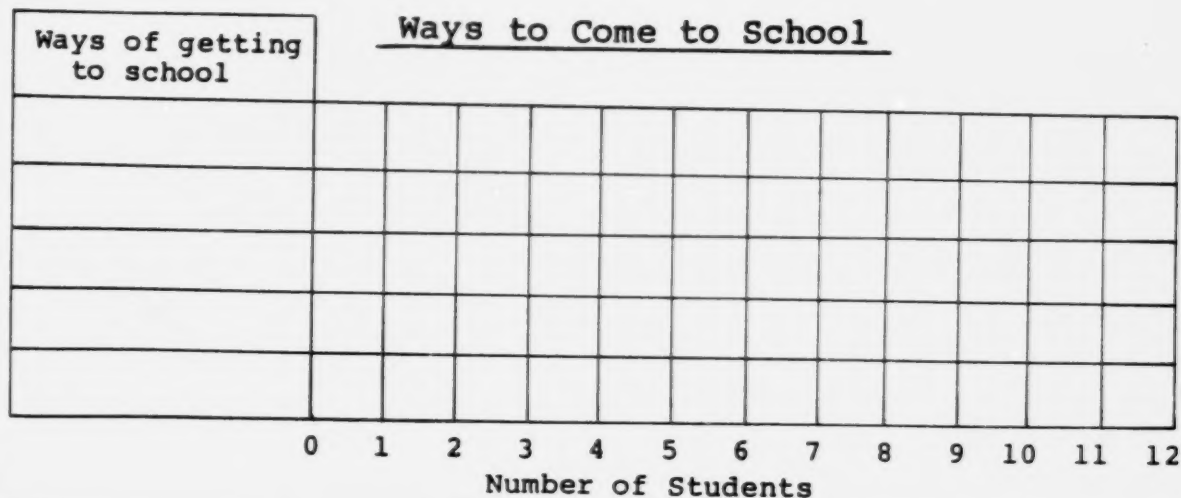
NAME: _____ CLASS: _____ DATE: _____

Complete each bar graph using the information given.

For an art project, 5 students chose red paper, 7 chose blue, 3 chose yellow, and 8 chose green. Show the number of students who chose each color.

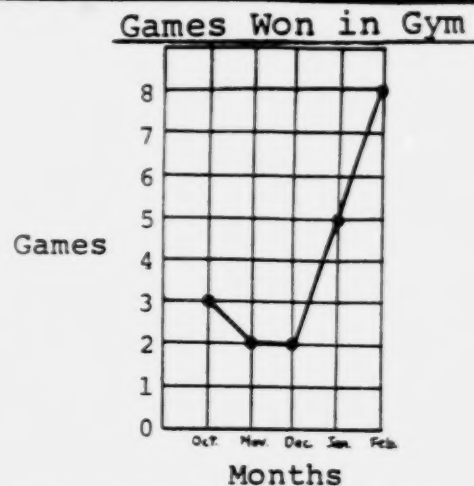


A poll of class 4-204 showed that 12 students walked to school, 9 rode the school bus, and 7 came by car. Show the number of students who came to school each way.



NAME: _____ CLASS: _____ DATE: _____

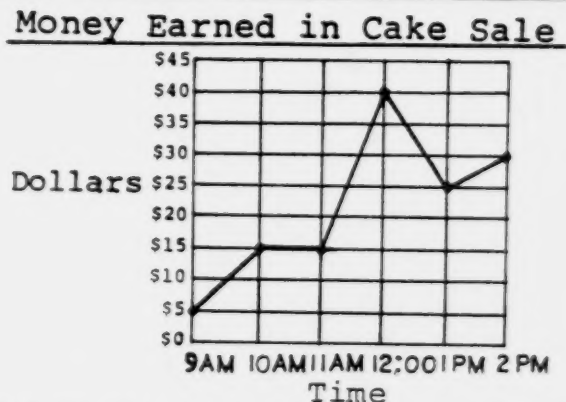
Use the line graphs to answer the questions.



- (a) How many games were won in October? _____
- (b) In what months did we win the same number of games?

- (c) In what months did we win the least amount of games?

- (d) When did we win the most games? _____
- (e) How many games did we win in all? _____



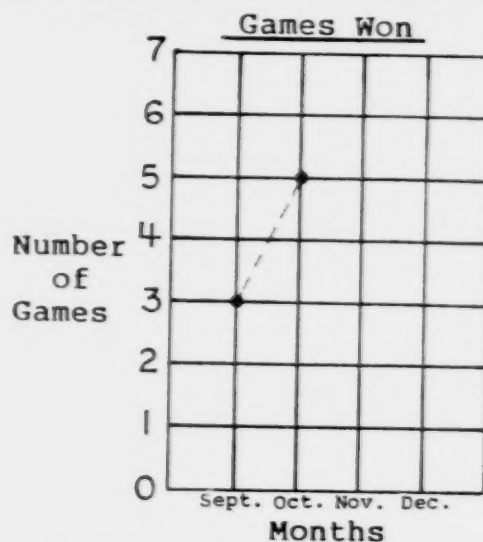
- (a) When did we sell the least amount of cake? _____
- (b) When did we sell the most? _____
- (c) Between which times was there the greatest increase in sales?

- (d) Between what times did sales decrease? _____

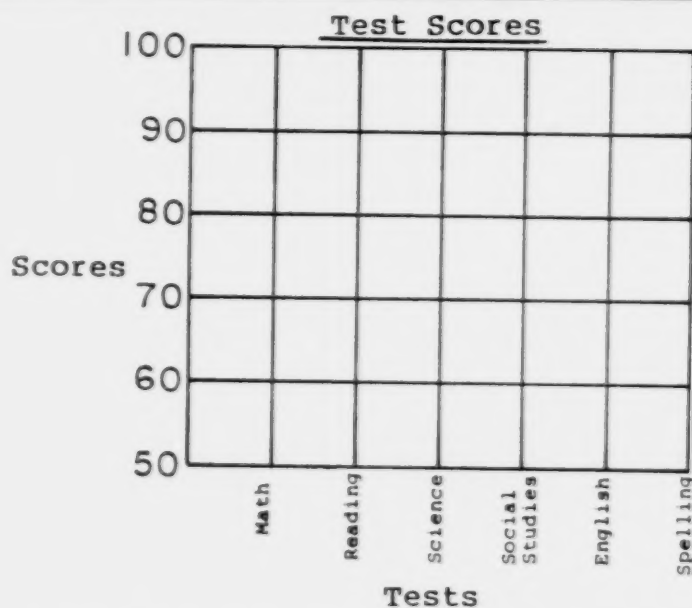
NAME: _____ CLASS: _____ DATE: _____

Construct a line graph for each table of data.

<u>Month</u>	<u>Games Won</u>
Sept.	3
Oct.	5
Nov.	2
Dec.	6



<u>Test</u>	<u>Score</u>
Math	60
Reading	80
Science	90
Social Studies	70
English	100
Spelling	80



Do you remember?

Mary has a snack when she comes home from school. She has a piece of fruit and a drink. She can choose from an apple, a banana, an orange, milk, and juice. How many different arrangements can Mary make? Write a list or make a diagram on a separate piece of paper to show these arrangements.

_____ arrangements

NAME: _____ CLASS: _____ DATE: _____

Use the chart to solve each problem.

COST TO OPERATE HOME APPLIANCES	
APPLIANCES	COST PER MONTH
Clock	\$.08
Oven	4.95
Refrigerator	8.18
Water Heater	12.60
Color Television	2.15
Washing Machine	.45
Lights	5.85

1. How much will it cost to run a refrigerator for one month?

2. What is the cost of operating a water heater, lights, and a refrigerator for one month?

3. How much more does it cost to run a color television than a washing machine for one month?

4. How much more does it cost to use a refrigerator for two months than an oven for two months?

5. How much cheaper is it to run a refrigerator than a water heater for one month?

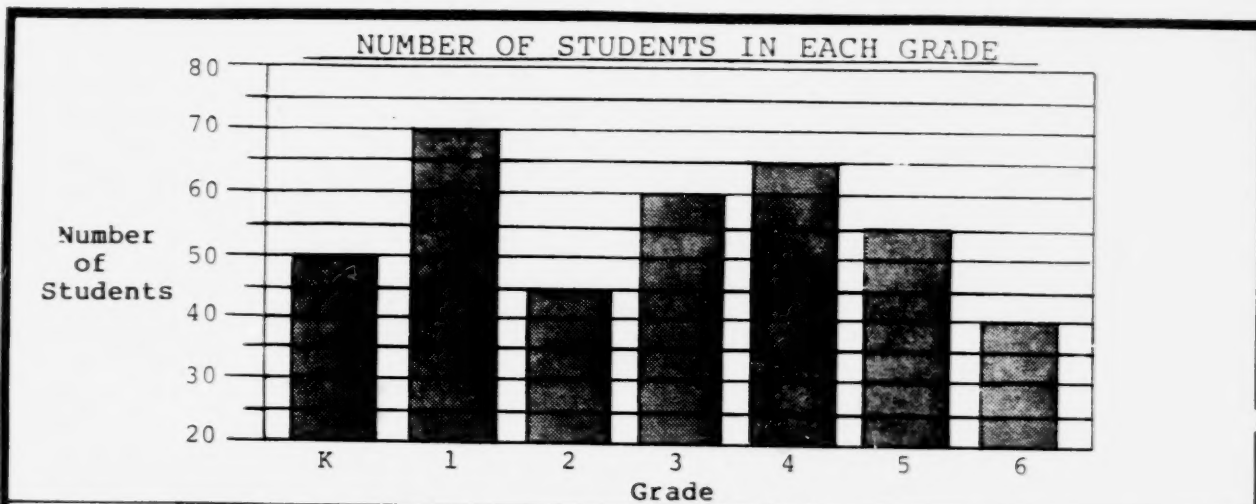
6. What will be the monthly cost for operating each appliance above for 1 month?

Do you remember?

Write the following numerals in increasing order.
5,463, 5,629, 5,099, 5,180

NAME: _____ CLASS: _____ DATE: _____

Use the graph to help you solve each problem.



1. How many more students are in grade 1 than in grade 2?

2. How many students are in the fifth and sixth grades?

3. Which two grades have a total of 130 students?

4. How many more students are in grade 4 than in grade 6?

5. How many fewer students are in grade 2 than in Kindergarten?

6. How many students are in the entire school?

CHALLENGE!

Which 3 grades have a combined total of exactly 175 students?

SHARPENING YOUR SKILLS

Units 4, 5, 6

Name: _____ Class: _____ Date: _____

1. 30 hundreds = thousand
- 30 3 300 Not Here
 (a) (b) (c) (d)

2. 5 thousand = hundreds
- 50 500 6 Not Here
 (e) (f) (g) (h)

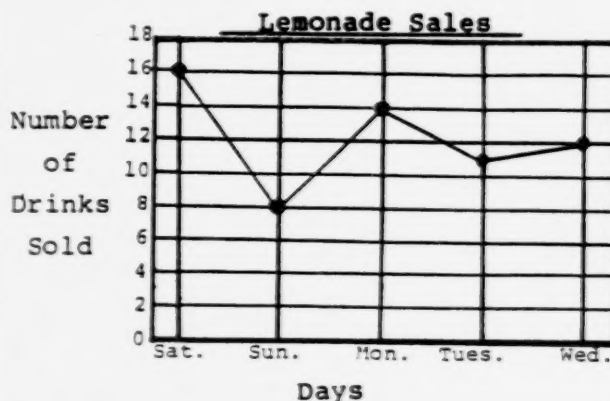
3. Write the following numbers in increasing order.
- 6,264 6,029 6,150
- _____

4. Write the following numbers in decreasing order.
- 4,988 4,975 5,132
- _____

5. Maria counted the number of pennies, nickels, and dimes in her bank. Complete the frequency table below to find out how many of each coin Maria had.

Coin	Tally	Frequency
penny		
nickel		
dime		

Chris and Bobby set up a lemonade stand. They made a graph to show the number of drinks sold each day. Use the graph to answer questions 6 and 7.



6. On which day were the most drinks sold? _____

7. How many drinks were sold during the five days? _____

Use the table below to answer questions 8 and 9.

Number of Students in 4th Grade

Class	Boys	Girls
4A	14	18
4B	16	15
4C	12	17

8. Which class has the greatest number of students? _____
9. Which class has 3 more girls than class 4B? _____

NAME: _____ CLASS: _____ DATE: _____

Write each number below in the place value chart. Then use the place value chart to help you complete each sentence.

	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	
36,415		3	6	4	1	5	The 4 in 36,415 has a value of _____. The 6 in 36,415 has a value of _____.
45,308							The 8 in 45,308 has a value of _____. The 4 in 45,308 has a value of _____.
27,569							The 2 in 27,569 has a value of _____. The 6 in 27,569 has a value of _____.
612,900							The 1 in 612,900 has a value of _____. The 2 in 612,900 has a value of _____.
256,013							The 2 in 256,013 has a value of _____. The 3 in 256,013 has a value of _____.
703,654							The 6 in 703,654 has a value of _____. The 7 in 703,654 has a value of _____.

CHALLENGE!

Look at the following numbers.

125,627

52,158

341,256

Circle the number in which the 5 has
the greatest value. Write its value. _____

NAME: _____

CLASS: _____

DATE: _____

Write each number in expanded notation.

$$34,781 = \underline{3} \text{ ten thousands} + \underline{4} \text{ thousands} + \underline{7} \text{ hundreds} + \underline{8} \text{ tens} + \underline{1} \text{ one.}$$

$$512,348 = \underline{\quad} \text{ hundred thousands} + \underline{\quad} \text{ ten thousand} + \underline{\quad} \text{ thousands} + \underline{\quad} \text{ hundreds} + \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones.}$$

$$679,542 = \underline{\quad} \text{ hundred thousands} + \underline{\quad} \text{ ten thousands} + \underline{\quad} \text{ thousands} + \underline{\quad} \text{ hundreds} + \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones.}$$

$$89,012 = \underline{\quad} \text{ ten thousands} + \underline{\quad} \text{ thousands} + \underline{\quad} \text{ hundreds} + \underline{\quad} \text{ ten} + \underline{\quad} \text{ ones.}$$

$$80,437 = \underline{\quad} \text{ ten thousands} + \underline{\quad} \text{ thousands} + \underline{\quad} \text{ hundreds} + \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones.}$$

$$234,781 = \underline{200,000} + \underline{\quad} + \underline{\quad} + \underline{700} + \underline{\quad} + \underline{\quad}.$$

$$347,182 = \underline{300,000} + \underline{\quad} + \underline{7,000} + \underline{\quad} + \underline{\quad} + \underline{\quad}.$$

$$548,963 = \underline{\quad} + \underline{40,000} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}.$$

$$88,421 = \underline{\quad} + \underline{8,000} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}.$$

- 8b -

$$7 \text{ hundred thousands} + 6 \text{ ten thousands} + 2 \text{ thousands} + 4 \text{ hundreds} + 2 \text{ tens} + 1 \text{ one} = \underline{762,421}.$$

$$8 \text{ hundred thousands} + 5 \text{ ten thousands} + 1 \text{ thousand} + 3 \text{ hundreds} + 8 \text{ tens} + 9 \text{ ones} = \underline{\hspace{2cm}}.$$

$$2 \text{ ten thousands} + 9 \text{ thousands} + 8 \text{ hundreds} + 6 \text{ tens} = \underline{\hspace{2cm}}.$$

$$3 \text{ ten thousands} + 2 \text{ thousands} + 1 \text{ hundred} + 2 \text{ tens} + 4 \text{ ones} = \underline{\hspace{2cm}}.$$

$$1 \text{ ten thousand} + 5 \text{ hundreds} + 8 \text{ tens} + 7 \text{ ones} = \underline{\hspace{2cm}}.$$

$$20,000 + 7,000 + 700 + 60 + 4 = \underline{\hspace{2cm}}.$$

$$10,000 + 6,000 + 900 + 80 + 1 = \underline{\hspace{2cm}}.$$

$$100,000 + 30,000 + 5,000 + 200 + 70 + 5 = \underline{\hspace{2cm}}.$$

$$200,000 + 40,000 + 3,000 + 70 + 5 = \underline{\hspace{2cm}}.$$

$$500,000 + 1,000 + 200 + 30 + 6 = \underline{\hspace{2cm}}.$$

Write each expanded number in standard form.

P.O. 4.01.02.03
NAME: _____

CLASS: _____ DATE: _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Round to the nearest thousand.

5,611 rounded to the nearest thousand is 6,000.

6,017 rounded to the nearest thousand is _____.

3,907 rounded to the nearest thousand is _____.

17,804 rounded to the nearest thousand is _____.

26,710 rounded to the nearest thousand is _____.

44,500 rounded to the nearest thousand is _____.

Round to the nearest hundred.

4,126 rounded to the nearest hundred is 4,100.

6,791 rounded to the nearest hundred is _____.

7,162 rounded to the nearest hundred is _____.

72,019 rounded to the nearest hundred is _____.

61,903 rounded to the nearest hundred is _____.

34,657 rounded to the nearest hundred is _____.

Solve these problems.

Mark delivered 1,464 newspapers last month. Sam delivered 1,672 newspapers. Who delivered closer to 2000 newspapers for the month?

Nadine traveled 2,640 miles to see her grandmother. Marcia traveled 2,688 miles. Who traveled closer to 2,700 miles?

Do you remember?

$36 \div 6 = \square$	$42 \div 7 = \square$	$48 \div 6 = \square$	$28 \div 7 = \square$
$6 \overline{) 18}$	$7 \overline{) 21}$	$6 \overline{) 30}$	$7 \overline{) 35}$

NAME: _____

CLASS: _____

DATE: _____

Cut along the dotted lines. On another piece of paper, paste all the amounts having a value of ten dollars in a row, all the amounts having a value of twenty dollars in a second row, and all the amounts having a value of fifty dollars in a third row.

\$20.00



\$50.00



\$10.00

NAME: _____ CLASS: _____ DATE: _____

Solve each problem. There may be more than one solution to each problem.

I cost more than \$5.00 but less than \$30.00. You can pay for me by using two bills. Each bill is worth \$10.00. How much do I cost?



I cost less than \$25.00 but more than \$10.00. You can pay for me by using six bills. Five of the bills are equal in value. How much do I cost?



Which bills will you use?

I cost more than \$25.00 but less than \$50.00. You can pay for me by using four bills. Each bill has the same value. How much do I cost?



How will you pay for me?

I cost more than \$20.00 but less than \$50.00. I was paid for with three bills. Each bill has a different value. A one dollar bill was not used. How much do I cost?



What are the three bills?

CHALLENGE!

1. What two numbers have a product of 20 and a sum of 9? _____
2. What two numbers have a product of 28 and a sum of 11? _____

SHARPENING YOUR SKILLS

Units 7, 8, 9

Name: _____ Class: _____ Date: _____

1. $40,000 + 8,000 + 700 + 10 + 6 = \square$

- (a) 408,716 (c) 48,706
(b) 48,716 (d) 487,106

2. $100,000 + 60,000 + 800 + 20 + 9 = \square$

- (e) 160,829 (g) 16,829
(f) 106,809 (h) 168,209

3. Write 48,166 in expanded notation.

4. Write 135,200 in expanded notation.

5. 6,736 rounded to the nearest thousand is _____.

6. 21,594 rounded to the nearest thousand is _____.

7. What is 5,872 rounded to the nearest hundred?

- (a) 5,800 (c) 6,000
(b) 5,900 (d) 5,000

8. What is 16,274 rounded to the nearest hundred?

- (e) 16,000 (g) 16,200
(f) 16,300 (h) 15,000

9. I have two bills that total \$10.00. What are the two bills?

10. I have three bills that total \$20.00. What are the three bills?

11. Which of the following is equivalent to fifty dollars?

- (a) 1 twenty dollar bill and 1 ten dollar bill
(b) 3 five dollar bills
(c) 2 twenty dollar bills and 1 ten dollar bill
(d) 3 ten dollar bills

NAME: _____ CLASS: _____ DATE: _____

Solve and check.

1. $\begin{array}{r} 23 \\ + 14 \\ \hline \end{array}$ <u>check</u>	2. $\begin{array}{r} 66 \\ + 31 \\ \hline \end{array}$ <u>check</u>	3. $54 + 25 = \square$ <u>check</u>
4. $\begin{array}{r} 127 \\ + 131 \\ \hline \end{array}$ <u>check</u>	5. $\begin{array}{r} 466 \\ + 223 \\ \hline \end{array}$ <u>check</u>	6. $\begin{array}{r} 151 \\ + 427 \\ \hline \end{array}$ <u>check</u>
7. $\begin{array}{r} 38 \\ + 17 \\ \hline \end{array}$ <u>check</u>	8. $\begin{array}{r} 49 \\ + 65 \\ \hline \end{array}$ <u>check</u>	9. $\begin{array}{r} 58 \\ + 39 \\ \hline \end{array}$ <u>check</u>
10. $\begin{array}{r} 425 \\ + 396 \\ \hline \end{array}$ <u>check</u>	11. $\begin{array}{r} 317 \\ + 475 \\ \hline \end{array}$ <u>check</u>	12. $663 + 294 = \square$ <u>check</u>
Do you remember?		
$3 \times 8 = \square$	$5 \times 9 = \square$	$7 \times 8 = \square$
$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$
		$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Round each number to its largest place.

5,725 6,000

7,182 _____

611 _____

849 _____

3,169 _____

2,749 _____

708 _____

499 _____

Round each addend to the largest place and find the estimated sum.

① 4,321 rounded to the nearest thousand is _____
 + 1,892 rounded to the nearest thousand is _____
 estimated sum _____

② 3,749 rounded to the nearest thousand is _____
 912 rounded to the nearest thousand is _____
 + 6,714 rounded to the nearest thousand is _____
 estimated sum _____

③ 291 rounded to the nearest hundred is _____
 + 792 rounded to the nearest hundred is _____
 estimated sum _____

④ 5,368 rounded to the nearest thousand is _____
 2,981 rounded to the nearest thousand is _____
 + 1,215 rounded to the nearest thousand is _____
 estimated sum _____

Solve.

① Matt's Market sold 1,865 cans of apple juice, 2,440 cans of grape juice, and 619 cans of pineapple juice. About how many cans of juice were sold?

② A jet flew 2,579 miles. Then it refueled and flew 4,790 miles. About how many miles did the jet fly?

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Find the sums. Check.

$$\begin{array}{r} 1. \quad 2,468 \\ \quad 1,691 \\ \quad \quad 124 \\ + \quad \quad 416 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 3,745 \\ \quad \quad 1,379 \\ + \quad 2,101 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad \$10.08 \\ \quad \quad 6.29 \\ \quad \quad 43.01 \\ + \quad \quad .62 \\ \hline \end{array}$$

$$4. \quad 517 + 268 + 1,403 + 3,260 = \boxed{}$$

$$5. \quad 2,403 + 1,691 + 3,500 + 29 = \boxed{}$$

Solve and check.

- ① 1,568 circus tickets were sold last weekend. This weekend 2,147 tickets were sold. How many tickets were sold both weekends?

SolveCheck

- ② A token clerk sold 1,571 tokens on Monday, 991 tokens on Tuesday, 2,046 tokens on Wednesday, and 1,740 tokens on Thursday. How many tokens were sold during the four days?

SolveCheck**CHALLENGE!**

Ms. Sanders bought a dress for \$66.92, a top for \$21.17, and a hot dog for \$1.25. She left her house with \$100.00. How much money did she have when she came home? _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

A. Circle the examples which need regrouping (exchange) to find the difference.

1.
$$\begin{array}{r} 439 \\ - 12 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 650 \\ - 139 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 824 \\ - 445 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 921 \\ - 160 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 67 \\ - 46 \\ \hline \end{array}$$

B. Solve and check each example.

1.
$$\begin{array}{r} 237 \\ - 114 \\ \hline 123 \end{array}$$
 check
$$\begin{array}{r} 123 \\ + 114 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 503 \\ - 121 \\ \hline \end{array}$$
 check

3.
$$\begin{array}{r} 88 \\ - 49 \\ \hline \end{array}$$
 check

4.
$$\begin{array}{r} 87 \\ - 64 \\ \hline \end{array}$$
 check

5.
$$\begin{array}{r} 795 \\ - 678 \\ \hline \end{array}$$
 check

6.
$$\begin{array}{r} 364 \\ - 142 \\ \hline \end{array}$$
 check

7.
$$\begin{array}{r} 481 \\ - 246 \\ \hline \end{array}$$
 check

8.
$$\begin{array}{r} 79 \\ - 43 \\ \hline \end{array}$$
 check

9. $835 - 161 = \boxed{}$
check

10.
$$\begin{array}{r} 904 \\ - 403 \\ \hline \end{array}$$
 check

11. $63 - 48 = \boxed{}$
check

12.
$$\begin{array}{r} 481 \\ - 185 \\ \hline \end{array}$$
 check

Do you remember?



Write the name of each figure.



NAME: _____ CLASS: _____ DATE: _____

Estimate each difference by rounding to the nearest thousand.

① $6,720$ rounded to the nearest thousand is 7000
 $-5,479$ rounded to the nearest thousand is 5000
 estimated difference 2000

② $2,610$ rounded to the nearest thousand is _____
 $-1,216$ rounded to the nearest thousand is _____
 estimated difference _____

③ $7,612$ rounded to the nearest thousand is _____
 $-5,075$ rounded to the nearest thousand is _____
 estimated difference _____

④ During a twelve hour period, 8,216 cars traveled over the Brooklyn Bridge. 3,997 cars traveled over the Williamsburg Bridge. Approximately, how many more cars traveled over the Brooklyn Bridge than the Williamsburg Bridge?
 estimated difference _____

⑤ On the Fourth of July, 9,709 people visited the observation deck of the World Trade Center. 7,812 people visited the observation deck of the Empire State Building. Approximately how many fewer people visited the Empire State Building than the World Trade Center?
 estimated difference _____

Do you remember?

Write the standard form of each expanded number.

$20,000 + 4,000 + 600 + 30 + 2 =$ _____

$80,000 + 3,000 + 20 + 6 =$ _____

$300,000 + 20,000 + 1,000 + 500 + 30 + 3 =$ _____

NAME: _____ CLASS: _____ DATE: _____

Solve and check.

① <u>check</u> $\begin{array}{r} 3,745 \\ -1,620 \\ \hline \end{array}$	② <u>check</u> $\begin{array}{r} 4,621 \\ -1,321 \\ \hline \end{array}$
③ <u>check</u> $\begin{array}{r} 6,984 \\ -2,473 \\ \hline \end{array}$	④ <u>check</u> $\begin{array}{r} \$86.15 \\ -14.03 \\ \hline \end{array}$
⑤ <u>check</u> $\begin{array}{r} 9,836 \\ -7,214 \\ \hline \end{array}$	⑥ <u>check</u> $\begin{array}{r} 2,844 \\ -1,234 \\ \hline \end{array}$
⑦ <u>check</u> $\begin{array}{r} \$66.39 \\ -55.24 \\ \hline \end{array}$	⑧ <u>check</u> $\begin{array}{r} 5,987 \\ -2,451 \\ \hline \end{array}$
⑨ James earned \$27.68 last week and \$21.54 this week. How much more did he earn last week than this week? <u>solve</u> <u>check</u>	
⑩ Betty wants to buy a bicycle that costs \$35.99. She has saved \$12.68 so far. How much money does she still need to buy the bicycle? <u>solve</u> <u>check</u>	

NAME: _____ CLASS: _____ DATE: _____

Solve and check.

① <u>check</u> $\begin{array}{r} \$43.15 \\ - 18.06 \\ \hline \end{array}$	② <u>check</u> $\begin{array}{r} 2,367 \\ - 1,198 \\ \hline \end{array}$
③ <u>check</u> $\begin{array}{r} 8,642 \\ - 7,218 \\ \hline \end{array}$	④ <u>check</u> $\begin{array}{r} \$28.95 \\ - 14.89 \\ \hline \end{array}$
⑤ <u>check</u> $\begin{array}{r} 3,564 \\ - 1,289 \\ \hline \end{array}$	⑥ <u>check</u> $\begin{array}{r} 7,403 \\ - 2,182 \\ \hline \end{array}$
⑦ <u>check</u> $\begin{array}{r} \$86.29 \\ - 46.78 \\ \hline \end{array}$	⑧ <u>check</u> $\begin{array}{r} \$77.36 \\ - 18.49 \\ \hline \end{array}$
⑨ The coat Mark would like to buy costs \$45.50. He has \$22.98. How much more does he need to buy the coat? <u>solve</u> <u>check</u>	
⑩ The Baker family drove 1,205 miles on their vacation. The Williams family drove 2,571 miles on their vacation. How many more miles did the Williams family drive? <u>solve</u> <u>check</u>	

NAME: _____ CLASS: _____ DATE: _____

Solve and check.

① $\begin{array}{r} 300 \\ -143 \\ \hline \end{array}$ <u>check</u>	② $\begin{array}{r} \$2.00 \\ -1.99 \\ \hline \end{array}$ <u>check</u>
③ $\begin{array}{r} 700 \\ -248 \\ \hline \end{array}$ <u>check</u>	④ $\begin{array}{r} 900 \\ -497 \\ \hline \end{array}$ <u>check</u>
⑤ $\begin{array}{r} \$20.00 \\ -16.35 \\ \hline \end{array}$ <u>check</u>	⑥ $\begin{array}{r} 8,000 \\ -2,474 \\ \hline \end{array}$ <u>check</u>
⑦ $\begin{array}{r} 5,000 \\ -2,158 \\ \hline \end{array}$ <u>check</u>	⑧ $\begin{array}{r} \$30.00 \\ -19.75 \\ \hline \end{array}$ <u>check</u>
⑨ Bobby bought a book for \$3.95. <u>solve</u> <u>check</u> He gave the clerk \$5.00. How much change will he receive?	
⑩ Ms. Gomez bought a jacket marked <u>solve</u> <u>check</u> \$20.00. The clerk gave her a discount of \$3.95. How much did Ms. Gomez pay for the jacket?	

SHARPENING YOUR SKILLS

Units 10, 11, 12, 13

Name: _____ Class: _____ Date: _____

1. Add.

$$\begin{array}{r} 532 \\ +367 \\ \hline \end{array}$$

- (a) 889 (c) 235
(b) 899 (d) Not Here

2. Find the sum.

$$\begin{array}{r} 26 \\ +18 \\ \hline \end{array}$$

- (e) 44 (g) 314
(f) 12 (h) Not Here

3. Add.

$$\begin{array}{r} 525 \\ +115 \\ \hline \end{array}$$

- (a) 630 (c) 410
(b) 640 (d) Not Here

4. Estimate the sum.

$$\begin{array}{r} 2,819 \\ +4,112 \\ \hline \end{array}$$

- (e) 2,000 (g) 7,000
(f) 5,000 (h) 8,000

5. $3,213 + 586 + 37 = \boxed{}$

- (a) 3,826 (c) 3,726
(b) 3,236 (d) 3,836

6. On Saturday 365 people attended the school play. On Sunday there were 218. How many people were there on both days?

_____ people

7. Fill in each $\square$.

$$\begin{array}{r} 6 \square 5 \\ - \square 3 1 \\ \hline 4 5 \square \end{array}$$

8. Subtract and check.

$$\begin{array}{r} 724 \\ -317 \\ \hline \end{array}$$

9. Find the difference and check.

$$\begin{array}{r} 83 \\ -26 \\ \hline \end{array}$$

10. Estimate the difference.

$$\begin{array}{r} 8,935 \\ -4,224 \\ \hline \end{array}$$

- (e) 3,000 (g) 3,000
(f) 5,000 (h) Not Here

11. Find the difference and check.

$$\begin{array}{r} 8,000 \\ -3,726 \\ \hline \end{array}$$

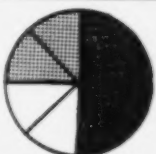
12. 850 tickets were printed for the concert. If 625 were sold, how many tickets were not sold?

_____ tickets

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

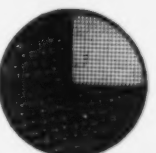
Write two addition sentences for each picture to show how many parts are shaded in all.

$$\frac{2}{8} + \frac{4}{8} = \frac{6}{8} =$$


$$= \frac{4}{8} + \frac{2}{8} = \frac{6}{8}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$


$$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$


$$\frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

Find the sum.

$\frac{5}{6}$	$\frac{3}{8}$	$\frac{1}{3}$	$\frac{5}{9}$	$\frac{1}{12}$	$\frac{2}{11}$
$+\frac{1}{6}$	$+\frac{4}{8}$	$+\frac{1}{3}$	$+\frac{2}{9}$	$+\frac{7}{12}$	$+\frac{5}{11}$
$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$

$$\frac{4}{5} + \frac{1}{5} = \frac{\quad}{\quad}$$

$$\frac{4}{8} + \frac{4}{8} = \frac{\quad}{\quad}$$

$$\frac{1}{6} + \frac{1}{6} = \frac{\quad}{\quad}$$

$$\frac{4}{12} + \frac{3}{12} = \frac{\quad}{\quad}$$

$$\frac{6}{10} + \frac{2}{10} = \frac{\quad}{\quad}$$

$$\frac{3}{4} + \frac{0}{4} = \frac{\quad}{\quad}$$

Do you remember?

3,667 rounded to the nearest thousand is _____

7,198 rounded to the nearest thousand is _____

32,443 rounded to the nearest thousand is _____

NAME: _____ CLASS: _____ DATE: _____

Play Fraction Subtraction to solve the puzzle. Solve each fraction example. Write the letter for each fractional difference on the lines provided.

What did the inspector call the case when Fiddle II was missing?



I.



II.



III.

The $\frac{6}{7} - \frac{3}{10} = \frac{2}{8} - \frac{2}{8} = \frac{1}{6} - \frac{1}{2}$ of the $\frac{2}{9} - \frac{3}{10} = \frac{2}{8} - \frac{2}{8} = \frac{1}{6} - \frac{1}{2}$!

$$\frac{5}{8} - \frac{3}{8} = \boxed{}$$

D

$$\frac{4}{9} - \frac{2}{9}$$

$$\boxed{}$$

M

$$\frac{6}{6} - \frac{5}{6} = \boxed{}$$

L

$$\frac{9}{10} - \frac{6}{10}$$

$$\boxed{}$$

I

$$\frac{2}{2} - \frac{1}{2}$$

$$\boxed{}$$

E

$$\frac{7}{7} - \frac{1}{7}$$

$$\boxed{}$$

R

$$\frac{3}{4} - \frac{1}{4}$$

$$\boxed{}$$

F

CHALLENGE!

How many halves are there in 5 wholes? _____ halves

How many thirds are there in 5 wholes? _____ thirds

How many fifths are there in 5 wholes? _____ fifths

NAME: _____ CLASS: _____ DATE: _____

Read each problem. Write a number sentence to help solve the problem.
Check your answers.

- ① Gordon plants corn in $\frac{3}{8}$ of his garden. He plants cucumbers in $\frac{2}{8}$ of his garden. How much of his garden has he used?

Gordon has used _____ of his garden.

- ② Howard cut a pizza into 8 equal slices. He ate two slices and Jenny ate one. What fractional part of the pie was eaten?

_____ of the pie was eaten.

- ③ Paul needed $\frac{3}{4}$ cup of sugar to bake a dozen cookies. He only had $\frac{2}{4}$ cup of sugar in his cupboard. How much more sugar did he need?

Paul needed _____ cup more sugar.

- ④ Ms. Stone bought $\frac{5}{6}$ yard of material. She used $\frac{1}{6}$ yard to make an apron. How much material did she have left over?

Ms. Stone had _____ yard left over.

CHALLENGE!

Betty was painting ten lamps. She painted three of them blue and four of them red. What fractional part of the ten lamps were still left for Betty to paint?

NAME: _____ CLASS: _____ DATE: _____

Solve each open number sentence.

$6 + \square = 15$

$8 + 6 = \square$

$11 - 5 = \square$

$7 - 4 = \square$

$\square - 2 = 5$

$\square - 3 = 1$

$\square + 6 = 10$

$10 - \square = 9$

$6 + \square = 12$

$27 + n = 58$

$n = \underline{\hspace{2cm}}$

check: _____

$\square + 48 = 117$

$\square = \underline{\hspace{2cm}}$

check: _____

$62 - \square = 28$

$\square = \underline{\hspace{2cm}}$

check: _____

$\square - 42 = 53$

$\square = \underline{\hspace{2cm}}$

check: _____

$\square - 39 = 59$

$\square = \underline{\hspace{2cm}}$

check: _____

$146 + y = 258$

$y = \underline{\hspace{2cm}}$

check: _____

NAME: _____ CLASS: _____ DATE: _____

Write and solve an open number sentence to find the missing number in each table.

$\square$	$\triangle$
0	3
3	6
6	9
9	12
12	$\triangle$

$\square$	$\triangle$
2	4
3	6
4	8
5	10
6	$\triangle$

$\square$	$\triangle$
10	6
8	4
6	2
4	$\triangle$

$\square$	$\triangle$
12	6
8	4
4	2
2	$\triangle$

Do you remember?

Ted has 2 twenty dollar bills and 1 ten dollar bill. How much money does Ted have?

I have three bills that total \$20.00. Two of the bills have the same value. What are the bills?

NAME: _____ CLASS: _____ DATE: _____

Write and solve a number sentence for each problem.

1. Freddie's fantastic donut machine makes 9 donuts in one minute. How many donuts can it make in 8 minutes?

2. Jerry picked 13 kg of apples at the class picnic. Joey picked 19 kg of apples. How many kilograms of apples did they pick in all?

3. Nancy had 65¢. She found a dime. How much money did she have then?

4. Ms. Green drove 145 miles last week and 98 miles this week. How many miles did she drive in all?

5. Sue can walk 30 blocks in an hour. Pete can walk 20 blocks in an hour. How many more blocks can Sue walk in one hour than Pete?

6. Janice has 45 pennies. If she makes stacks of 5 pennies each, how many stacks will she have?

Do you remember?

$$\begin{array}{r} 394 \\ + 142 \\ \hline \end{array}$$

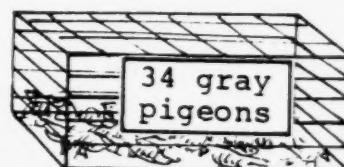
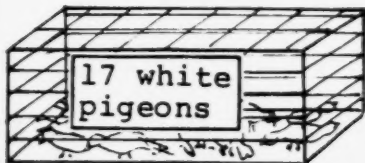
$$\begin{array}{r} 672 \\ + 298 \\ \hline \end{array}$$

$$\begin{array}{r} 265 \\ + 745 \\ \hline \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

Write and solve the number sentences needed for each problem.

Michael bought white pigeons in March, brown pigeons in April, and gray pigeons in May. Here are his coops.



1. How many more pigeons did Michael buy in March and April than he bought in May?

Think: Step 1 _____ Answer: _____
Step 2 _____

2. Michael wants to have 100 pigeons by the end of June. How many more must he buy?

Think: Step 1 _____ Answer: _____
Step 2 _____

3. If Michael trades all his white pigeons for 11 more brown ones, how many browns and grays will he have in all?

Think: Step 1 _____ Answer: _____
Step 2 _____

4. If Michael buys 13 more gray pigeons and then sells 18 gray pigeons, how many gray pigeons will he have left?

Think: Step 1 _____ Answer: _____
Step 2 _____

CHALLENGE!

Pamela has 7 nickels. She has twice as many dimes as nickels and 4 fewer pennies than dimes. How much money does Pamela have?

Pamela has _____.

NAME: _____ CLASS: _____ DATE: _____

Here are some answers. You will write the problems. Use your imagination. Write one step and two step problems.

1. Answer: 20 pages

Problem: _____

2. Answer: \$24.00

Problem: _____

3. Answer: 58 inches

Problem: _____

4. Answer: 40 miles

Problem: _____

5. Answer: 75 animals

Problem: _____

CHALLENGE!

There are 8 more oranges than bananas.
There are 2 more bananas than apples.
If there are 4 apples, how many
bananas and oranges are there?

_____ bananas

_____ oranges

SHARPENING YOUR SKILLS

Units 14, 15, 16

Name: _____

Class: _____

Date: _____

1. $\frac{7}{10} - \square = \frac{3}{10}$

- (a) $\frac{4}{10}$ (c) $\frac{3}{10}$
(b) $\frac{10}{10}$ (d) Not Here

2. $\frac{3}{6} + \frac{2}{6} = \square$

- (e) $\frac{1}{6}$ (g) $\frac{5}{12}$
(f) $\frac{5}{6}$ (h) Not Here

3. $17 + A = 41$
 $A = \square$

- (a) 17 (c) 36
(b) 58 (d) 24

4. $32 - \square = 22$

- (e) 1 (g) 10
(f) 12 (h) 54

5. $228 - Y = 175$
 $Y = \square$

- (a) 28 (c) 403
(b) 153 (d) 53

$\square$	$\triangle$
20	15
15	10
10	$\triangle$

Which number sentence could be used to find the number that belongs in the $\triangle$?

- (e) $20 - 10 = \triangle$
(f) $10 - 5 = \triangle$
(g) $10 + 5 = \triangle$
(h) $20 - \triangle = 10$

7. The answer is 44 Hot dogs. A problem that will have this answer is:

8. Nina walked $\frac{3}{8}$ mile. Then she walked $\frac{4}{8}$ mile. How far did she walk in all?

_____ mile

9. On Halloween night, Luis started trick or treating with 17 cents. When he finished, he had 91 cents. How much money did he get trick or treating?

NAME: _____ CLASS: _____ DATE: _____

Look at the products each player used. Find the factors for each product and place an X or an O on them. Who will be the winner in each game?

	Player X	Player O		Player X	Player O																		
Game 1	42	27	Game 2	14	45																		
	63	21		48	54																		
	32	48		21	24																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">8x7</td> <td style="width: 33%; text-align: center;">6x8</td> <td style="width: 33%; text-align: center;">7x9</td> <td style="width: 33%; text-align: center;">5x9</td> <td style="width: 33%; text-align: center;">3x7</td> <td style="width: 33%; text-align: center;">6x8</td> </tr> <tr> <td style="text-align: center;">9x6</td> <td style="text-align: center;">~~6x7~~</td> <td style="text-align: center;">(3x9)</td> <td style="text-align: center;">6x9</td> <td style="text-align: center;">7x2</td> <td style="text-align: center;">3x9</td> </tr> <tr> <td style="text-align: center;">4x8</td> <td style="text-align: center;">7x7</td> <td style="text-align: center;">7x3</td> <td style="text-align: center;">4x6</td> <td style="text-align: center;">4x4</td> <td style="text-align: center;">7x4</td> </tr> </table>						8x7	6x8	7x9	5x9	3x7	6x8	9x6	~~6x7~~	(3x9)	6x9	7x2	3x9	4x8	7x7	7x3	4x6	4x4	7x4
8x7	6x8	7x9	5x9	3x7	6x8																		
9x6	~~6x7~~	(3x9)	6x9	7x2	3x9																		
4x8	7x7	7x3	4x6	4x4	7x4																		
The winner is _____.			The winner is _____.																				
Game 3	40	36	Game 4	45	14																		
	28	72		42	40																		
	27	12		24	54																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">7x4</td> <td style="width: 33%; text-align: center;">6x5</td> <td style="width: 33%; text-align: center;">3x4</td> <td style="width: 33%; text-align: center;">9x6</td> <td style="width: 33%; text-align: center;">3x7</td> <td style="width: 33%; text-align: center;">5x9</td> </tr> <tr> <td style="text-align: center;">3x8</td> <td style="text-align: center;">9x8</td> <td style="text-align: center;">8x5</td> <td style="text-align: center;">7x7</td> <td style="text-align: center;">7x2</td> <td style="text-align: center;">6x7</td> </tr> <tr> <td style="text-align: center;">4x9</td> <td style="text-align: center;">3x9</td> <td style="text-align: center;">7x7</td> <td style="text-align: center;">8x5</td> <td style="text-align: center;">6x6</td> <td style="text-align: center;">3x8</td> </tr> </table>						7x4	6x5	3x4	9x6	3x7	5x9	3x8	9x8	8x5	7x7	7x2	6x7	4x9	3x9	7x7	8x5	6x6	3x8
7x4	6x5	3x4	9x6	3x7	5x9																		
3x8	9x8	8x5	7x7	7x2	6x7																		
4x9	3x9	7x7	8x5	6x6	3x8																		
The winner is _____.			The winner is _____.																				

NAME: _____ CLASS: _____ DATE: _____

Hidden in the puzzle below are 20 groups of numbers that can be used to write division facts. They can be read across or up and down. Find and ring each set.

DIVISION SEARCH

16	63	9	7	6	81	16	3
4	11	72	54	6	9	48	8
4	32	8	4	36	9	4	28
20	27	9	3	21	3	2	64
5	8	7	35	3	3	2	42
4	8	49	7	7	10	14	7
18	6	3	5	45	5	9	6
22	30	5	6	12	2	6	4

Write a division fact and a related multiplication fact for each group of numbers you find.

- | | | | |
|----------------------|-------------------|-----------|-------|
| 1. <u>16 ÷ 4 = 4</u> | <u>4 × 4 = 16</u> | 11. _____ | _____ |
| 2. _____ | _____ | 12. _____ | _____ |
| 3. _____ | _____ | 13. _____ | _____ |
| 4. _____ | _____ | 14. _____ | _____ |
| 5. _____ | _____ | 15. _____ | _____ |
| 6. _____ | _____ | 16. _____ | _____ |
| 7. _____ | _____ | 17. _____ | _____ |
| 8. _____ | _____ | 18. _____ | _____ |
| 9. _____ | _____ | 19. _____ | _____ |
| 10. _____ | _____ | 20. _____ | _____ |

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.



Associative Property - Changing the grouping
of Multiplication of the factors does
not change the product.

Show another way in which the factors may be grouped.

1. $(3 \times 5) \times 4 = 3 \times (5 \times 4)$

2. $(4 \times 2) \times 6 = \boxed{}$

3. $\boxed{} = 1 \times (3 \times 9)$

4. $(4 \times 2) \times 3 = \boxed{}$

5. $\boxed{} = 6 \times (2 \times 2)$

6. $(8 \times 2) \times 3 = \boxed{}$

Solve each number sentence to show that the products will be the same.

1. $(2 \times 3) \times 2 = 2 \times (3 \times 2)$

$$\begin{array}{r} 6 \times 2 \\ \hline 12 \end{array} = \begin{array}{r} 2 \times 6 \\ \hline 12 \end{array}$$

2. $(4 \times 4) \times 1 = 4 \times (4 \times 1)$

$$\begin{array}{r} \\ \hline \\ \hline \end{array} = \begin{array}{r} \\ \hline \\ \hline \end{array}$$

3. $(2 \times 3) \times 3 = 2 \times (3 \times 3)$

$$\begin{array}{r} \\ \hline \\ \hline \end{array} = \begin{array}{r} \\ \hline \\ \hline \end{array}$$

4. $(3 \times 0) \times 5 = 3 \times (0 \times 5)$

$$\begin{array}{r} \\ \hline \\ \hline \end{array} = \begin{array}{r} \\ \hline \\ \hline \end{array}$$

5. $(6 \times 1) \times 3 = 6 \times (1 \times 3)$

$$\begin{array}{r} \\ \hline \\ \hline \end{array} = \begin{array}{r} \\ \hline \\ \hline \end{array}$$

6. $(4 \times 5) \times 2 = 4 \times (5 \times 2)$

$$\begin{array}{r} \\ \hline \\ \hline \end{array} = \begin{array}{r} \\ \hline \\ \hline \end{array}$$

Do you remember?

$$\begin{array}{r} 3,548 \\ - 1,279 \\ \hline \end{array}$$

check

$$\begin{array}{r} 5,607 \\ - 3,714 \\ \hline \end{array}$$

check

$$\begin{array}{r} \$63.14 \\ - 18.99 \\ \hline \end{array}$$

check

NAME: _____

CLASS: _____

DATE: _____

Play Wheel of Fortune. Solve each multiplication example. Look at the code to find the letter each product represents. Write the letters in the spaces. What is the message?

 3×11 4×12 11×11 1×12 4×11 5×12 1×12 6×12 11×11 7×11 6×11 2×12 5×11 7×11 2×12 1×11 1×12 6×11 2×12 4×12 3×12 7×12 2×12 9×11 1×12 4×11 8×11 

Code

12	96	11	88	60	75	120	22	24	110
A	B	C	D	E	F	G	H	I	J
144	77	72	36	48	55	108	44	132	66
K	L	M	N	O	P	Q	R	S	T
121	0	84	65	33	99				
U	V	W	X	Y	Z				

NAME: _____ CLASS: _____ DATE: _____

Solve each problem.

1. Sonia's dog, Rex, eats 11 pounds of dog food each week. How many pounds of dog food will he eat in 7 weeks?

2. The fourth grade class planted 12 pumpkin seeds in each of 8 pots. How many pumpkin seeds did they plant?

3. Marie's bookcase has 9 shelves. Each shelf has 12 books. How many books are in Marie's bookcase?

4. There are a dozen eggs in each carton. How many eggs will be in 12 cartons?

5. Bill said, "I'm thinking of a number. It is three times as large as 11. What is my number?"

6. Pam planted eight rows of flowers. There were 11 flowers in each row. How many flowers did Pam plant?

7. The baker filled five boxes with twelve donuts in each box. How many donuts did he use?

CHALLENGE!

Anna and Jane played basketball. Together they scored 30 points. If Jane scored 6 more points than Anna, how many points did each girl score?

Anna _____ Jane _____

NAME: _____ CLASS: _____ DATE: _____

Guess and check to solve each problem.

GUESS MY NUMBER

CLUES I am between 30 and 38. I am an odd number. My digits are the same. I am the number _____.	POSSIBILITIES	CLUES I am a 2-digit number. I am an even number. The sum of my digits is 17. I am the number _____.	POSSIBILITIES
CLUES I am greater than 60 but less than 75. I am an even number. The sum of my digits is 10. I am the number _____.	POSSIBILITIES	CLUES I am a 2-digit number. I am an odd number. My digits are consecutive. The sum of my digits is 5. I am the number _____.	POSSIBILITIES
CLUES I am a 3-digit number. I am an even number. I read the same forward and backward. The sum of my digits is 5. I am the number _____.	POSSIBILITIES	CLUES I am a 3-digit number. I am an even number. All three digits are the same. The sum of my digits is 12. I am the number _____.	POSSIBILITIES

CHALLENGE!

Jackie ate $\frac{1}{4}$ of the pie. Ted ate $\frac{1}{2}$ of the pie. What part of the pie was eaten?

HINT: Draw a picture.

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Fill in the number needed to solve each addition magic square.

Remember : The sum of the numbers across, down, and diagonally is the same.

6	1	8
7	5	3
2	<u>9</u>	4

9	2	7
4		8
5	10	3

8	7	12
13	9	
6	11	10

Solve

Jenny has 3 different coins. The total value of the coins is 40¢. What are the coins?

Penny jogged a total of 12 miles on Saturday and Sunday. On Saturday she jogged 2 miles less than on Sunday. How many miles did she jog on Saturday?

_____ miles

I am a 2-digit number. I am odd. I am between 60 and 70. The difference between my tens digit and my ones digit is 5.

I am _____.

The sum of 3 consecutive numbers is 18. What are the numbers?

Do you remember?

check

$$\begin{array}{r} 300 \\ - 195 \\ \hline \end{array}$$

check

$$\begin{array}{r} \$50.00 \\ - 28.85 \\ \hline \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Fill in the number needed to solve each multiplication magic square.

Remember - In a Multiplication magic square the product of the factors in each row($\longleftrightarrow$) and each column($\updownarrow$) must be the same.

2	3	3
3	6	1
3	1	6

12	2	1
1	3	
2	4	3

4	12	2
6	2	8
4	4	

What's My Number?

I am less than 7×5 .
 I am greater than 7×4 .
 I am an even number.
 The product of my digits is 6.
 I am _____.

I am a 2-digit number.
 My digits are the same.
 I am divisible by 5.
 I am _____.

I am between 20 and 30.
 I am an odd number.
 I can be divided by 3 and by 9.
 I am _____.

I am a 2-digit number.
 I am odd.
 The sum of my digits is 9.
 The product of my digits is 20.
 I am _____.

I am between 30 and 40.
 I am an even number.
 I can be divided by 4 and by 9.
 I am _____.

SHARPENING YOUR SKILLS

Units 17, 18, 19

Name: _____ Class: _____ Date: _____

1. $7 \times 6 =$

2. $4 \times 8 =$

3. $9 \times 5 =$

4. $3 \times 11 =$

5. $8 \times 12 =$

6. $(3 \times 4) \times 6 = 3 \times (\square \times 6)$

(a) 3

(c) 6

(b) 4

(d) Not Here

7. $9 \overline{)63}$

(e) 6

(g) 8

(f) 7

(h) Not Here

8. $28 \div 4 =$

9. $8 \overline{)72}$

(a) 6

(c) 8

(b) 7

(d) Not Here

10. $18 \div 6 = 3$

Which number sentence could be used to check the division example?

(e) $9 \times 2 = 18$

(g) $18 \div 2 = 9$

(f) $3 \times 6 = 18$

(h) Not Here

11. $56 \div 8 =$

12. $54 \div 9 =$

13. Tammy made 9 stacks of pennies with 11 pennies in each stack. How many pennies does Tammy have in all?

Tammy has _____ pennies.

14. I am a number between 20 and 30.
I am an even number.
My ones digit is greater than my tens digit.
The product of my digits is 8.

I am the number _____.

15. I am a number with two digits.
I am greater than 78.
I am less than 98.
The sum of my digits is 14.
The product of my digits is 45.

I am the number _____.

NAME: _____ CLASS: _____ DATE: _____

Complete the examples below.

$$\begin{array}{r} 10 \\ \times 3 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ \times 4 \\ \hline 400 \end{array}$$

$$\begin{array}{r} 100 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ \times 8 \\ \hline \end{array}$$

You can multiply multiples of 10 and 100 if you know your basic facts.

$$2 \times 3 = 6$$

$$2 \times 30 = 60$$

$$2 \times 300 = 600$$

$$5 \times 3 = \underline{\hspace{2cm}}$$

$$5 \times 30 = \underline{\hspace{2cm}}$$

$$5 \times 300 = \underline{\hspace{2cm}}$$

$$4 \times 5 = \underline{\hspace{2cm}}$$

$$4 \times 50 = \underline{\hspace{2cm}}$$

$$4 \times 500 = \underline{\hspace{2cm}}$$

$$3 \times 8 = \underline{\hspace{2cm}}$$

$$3 \times 80 = \underline{\hspace{2cm}}$$

$$3 \times 800 = \underline{\hspace{2cm}}$$

$$9 \times 6 = \underline{\hspace{2cm}}$$

$$9 \times 60 = \underline{\hspace{2cm}}$$

$$9 \times 600 = \underline{\hspace{2cm}}$$

$$7 \times 4 = \underline{\hspace{2cm}}$$

$$7 \times 40 = \underline{\hspace{2cm}}$$

$$7 \times 400 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 600 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 500 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 8 \\ \hline \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

Use the distributive property of multiplication to solve each example.

$$\begin{array}{rcl}
 5 & \times & 17 & = \\
 5 & \times & (\underline{10} + \underline{7}) & = \\
 (5 \times \underline{10}) + (5 \times \underline{7}) & = & \\
 \underline{50} + \underline{35} & = & \boxed{85}
 \end{array}$$

$$\begin{array}{rcl}
 3 & \times & 25 & = \\
 3 & \times & (\underline{\quad} + \underline{\quad}) & = \\
 (3 \times \underline{\quad}) + (3 \times \underline{\quad}) & = & \\
 \underline{\quad} + \underline{\quad} & = & \boxed{\quad}
 \end{array}$$

$$\begin{array}{rcl}
 2 & \times & 19 & = \\
 2 & \times & (\underline{\quad} + \underline{\quad}) & = \\
 (2 \times \underline{\quad}) + (2 \times \underline{\quad}) & = & \\
 \underline{\quad} + \underline{\quad} & = & \boxed{\quad}
 \end{array}$$

$$\begin{array}{rcl}
 6 & \times & 15 & = \\
 6 & \times & (\underline{\quad} + \underline{\quad}) & = \\
 (6 \times \underline{\quad}) + (6 \times \underline{\quad}) & = & \\
 \underline{\quad} + \underline{\quad} & = & \boxed{\quad}
 \end{array}$$

$$\begin{array}{rcl}
 4 & \times & 22 & = \\
 \underline{\quad} & \times & (20 + 2) & = \\
 (\underline{\quad} \times 20) + (\underline{\quad} \times 2) & = & \\
 \underline{\quad} + \underline{\quad} & = & \boxed{\quad}
 \end{array}$$

$$\begin{array}{rcl}
 7 & \times & 18 & = \\
 \underline{\quad} & \times & (\underline{\quad} + \underline{\quad}) & = \\
 (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) & = & \\
 \underline{\quad} + \underline{\quad} & = & \boxed{\quad}
 \end{array}$$

CHALLENGE!

$$\begin{array}{rcl}
 3 & \times & 146 & = \\
 3 & \times & (\underline{\quad} + \underline{\quad} + \underline{\quad}) & = \\
 (3 \times \underline{\quad}) + (3 \times \underline{\quad}) + (3 \times \underline{\quad}) & = & \\
 \underline{\quad} + \underline{\quad} + \underline{\quad} & = & \boxed{\quad}
 \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Complete each example. Did you regroup? Circle yes or no.

$$\begin{array}{r} 124 \\ \times 2 \\ \hline 248 \end{array}$$

yes (no)

$$\begin{array}{r} 23 \\ \times 6 \\ \hline \end{array}$$

yes no

$$\begin{array}{r} 424 \\ \times 6 \\ \hline \end{array}$$

yes no

$$\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array}$$

yes no

$$\begin{array}{r} 135 \\ \times 5 \\ \hline \end{array}$$

yes no

Complete the examples below.

$$\begin{array}{r} 42 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 630 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 226 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 328 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 465 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 814 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 726 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 138 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 743 \\ \times 5 \\ \hline \end{array}$$

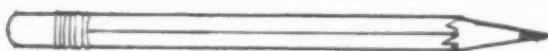
$$\begin{array}{r} 801 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 211 \\ \times 6 \\ \hline \end{array}$$

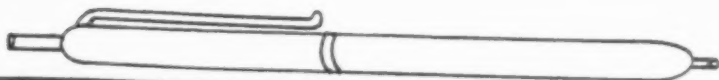
Do you remember?

Measure each item below to the nearest $\frac{1}{4}$ inch.

_____ inches



_____ inches



_____ inches

NAME: _____ CLASS: _____ DATE: _____

Solve the word problems below.

Students at a school in Albany, New York performed in a rock concert to raise money for starving people in Africa. If 613 families each bought 3 tickets, how many tickets were sold for the concert?

solve

An apple orchard in New Paltz, New York sold 274 baskets of apples. Each basket had 9 apples. How many apples were sold in all?

solve

One day 829 cars arrived with skiers in Lake Placid, New York. Each car carried 4 skiers. How many people were on the ski slopes that day?

solve

Pat's class of 34 students picked strawberries at a farm in Riverhead, Long Island. If each student picked 3 quarts of strawberries, how many quarts were picked by the class?

solve**CHALLENGE!**

The 4th grade students from a school in the Bronx visited the N.Y. Aquarium in Coney Island.
5 classes, each with 32 students, went on the trip.
The trip cost \$3 per student.
How many students went to the N.Y. Aquarium? _____
How much did the trip cost in all? _____

NAME: _____ CLASS: _____ DATE: _____

Find each quotient and check.

$$\begin{array}{r} 10 \\ 1 \overline{)10} \end{array}$$

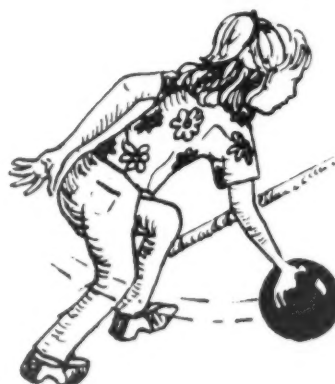
$$\begin{array}{l} \text{check} \\ 10 \times 1 = 10 \end{array}$$

$$\frac{10}{1} = 10$$

$$\begin{array}{l} \text{check} \\ 10 \times 1 = 10 \end{array}$$

$$10 \div 1 = 10$$

$$\begin{array}{l} \text{check} \\ 10 \times 1 = 10 \end{array}$$



Remember: When a number is divided by 1, the quotient is the same as that number.

$$1. \quad \begin{array}{r} 8 \\ 1 \overline{)8} \end{array}$$

$$\begin{array}{l} \text{check} \\ 8 \times 1 = 8 \end{array}$$

$$2. \quad 1 \overline{)12}$$

check

$$3. \quad 1 \overline{)15}$$

check

$$4. \quad 1 \overline{)9}$$

check

$$5. \quad 7 \div 1 = \square$$

check

$$6. \quad 11 \div 1 = \square$$

check

$$7. \quad 5 \div 1 = \square$$

check

$$8. \quad 14 \div 1 = \square$$

check

$$9. \quad \frac{19}{1} = \square$$

check

$$10. \quad \frac{35}{1} = \square$$

check

Do you remember?

10 hundreds = ____ thousand

4 thousand = ____ hundreds

30 hundreds = ____ thousand

1 thousand = ____ hundreds

90 hundreds = ____ thousand

7 thousand = ____ hundreds

NAME: _____ CLASS: _____ DATE: _____

Solve the examples where division is possible. Place an X on the examples where division is not possible.

Dividing by 0

$$0 \overline{) 8}$$

$$8 \div 0 = \square$$

We cannot divide by 0.

Dividing into 0

$$12 \overline{) 0}$$

$$0 \div 12 = 0$$

The quotient is always 0.

1. $0 \overline{) 16}$

2. $10 \overline{) 0}$

3. $0 \div 26 = \square$

4. $0 \overline{) 11}$

5. $0 \div 13 = \square$

6. $0 \overline{) 25}$

7. $0 \div 17 = \square$

8. $49 \overline{) 0}$

9. $0 \overline{) 32}$

10. $21 \overline{) 0}$

11. $21 \div 0 = \square$

12. $15 \overline{) 0}$

13. $130 \overline{) 0}$

14. $0 \overline{) 240}$

15. $0 \div 315 = \square$

CHALLENGE!

Alice, Bob, and Carol live on the same block. Bob lives next door to Alice. Alice does not live next door to Carol. Carol does not live in the house on the right. Write each person's name on the line below his/her house.

SHARPENING YOUR SKILLS

Units 20, 21

Name: _____

Class: _____

Date: _____

1. $7 \times 10 = \square$

- (a) 7 (c) 700
(b) 70 (d) Not Here

2. $\square \times 100 = 300$

- (e) 30 (g) 200
(f) 10 (h) Not Here

3. $5 \times 50 = \square$

- (a) 25 (c) 250
(b) 2,500 (d) Not Here

4. $\square \times 300 = 1,200$

- (e) 3 (g) 40
(f) 4 (h) Not Here

5. $6 \times 42 = 6 \times (\square + 2)$

- (a) 42 (c) 4
(b) 40 (d) Not Here

6. Complete the following:

$$\begin{aligned} 3 \times 17 &= 3 \times (10 + 7) \\ &= (3 \times \underline{\quad}) + (3 \times \underline{\quad}) \\ &= \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

7. $\begin{array}{r} 24 \\ \times 2 \\ \hline \end{array}$

- (e) 28 (g) 48
(f) 42 (h) Not Here

8. Multiply.

$$\begin{array}{r} 321 \\ \times 3 \\ \hline \end{array}$$

9. Find the product.

$$\begin{array}{r} 27 \\ \times 3 \\ \hline \end{array}$$

10. Multiply.

$$\begin{array}{r} 426 \\ \times 5 \\ \hline \end{array}$$

11. $6 \div \square = 6$

- (a) 6 (c) 0
(b) 1 (d) Not Here

12. Which example cannot be solved?

- (e) $0 \div 4 = \square$ (g) $0 \div 9 = \square$
(f) $0 \overline{)5}$ (h) $6 \overline{)0}$

13. On Friday 245 people borrowed books from the library. On Saturday 3 times as many people borrowed books. How many people borrowed books on Saturday?

_____ people

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Solve.

$$\begin{array}{r} 5 \text{ R1} \\ 4 \overline{)21} \end{array}$$

$$6 \overline{)19}$$

$$5 \overline{)18}$$

$$6 \overline{)32}$$

$$5 \overline{)42}$$

$$7 \overline{)50}$$

$$8 \overline{)26}$$

$$9 \overline{)82}$$

$$2 \overline{)11}$$

$$6 \overline{)38}$$

$$3 \overline{)29}$$

$$7 \overline{)58}$$

$$7 \overline{)25}$$

$$8 \overline{)50}$$

$$4 \overline{)39}$$

$$8 \overline{)27}$$

Estimate each quotient.

$$\begin{array}{r} 1 \\ 2 \overline{)26} \end{array} \text{ estimate} = \underline{\hspace{2cm}}$$

$$3 \overline{)699} \text{ estimate} = \underline{\hspace{2cm}}$$

$$5 \overline{)55} \text{ estimate} = \underline{\hspace{2cm}}$$

$$3 \overline{)960} \text{ estimate} = \underline{\hspace{2cm}}$$

$$2 \overline{)86} \text{ estimate} = \underline{\hspace{2cm}}$$

$$2 \overline{)488} \text{ estimate} = \underline{\hspace{2cm}}$$

$$4 \overline{)88} \text{ estimate} = \underline{\hspace{2cm}}$$

$$4 \overline{)880} \text{ estimate} = \underline{\hspace{2cm}}$$

Do you remember?

$$14 + \boxed{} = 26$$

$$142 + \boxed{} = 159$$

$$25 - \boxed{} = 11$$

$$258 - \boxed{} = 157$$

$$\boxed{} + 23 + 45$$

$$\boxed{} + 30 = 160$$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

1. <u>check</u> $\begin{array}{r} 13 \\ 2 \overline{) 26} \end{array}$ $\begin{array}{r} 13 \\ \times 2 \\ \hline 26 \end{array}$	2. <u>check</u> $4 \overline{) 848}$
3. <u>check</u> $3 \overline{) 66}$	4. <u>check</u> $5 \overline{) 555}$
5. <u>check</u> $4 \overline{) 84}$	6. <u>check</u> $2 \overline{) 426}$
7. <u>check</u> $2 \overline{) 68}$	8. <u>check</u> $2 \overline{) 884}$
Solve each problem and check.	
There were 468 free tickets to the circus to be divided among 2 schools. How many tickets will each school get?	<u>solve</u> <u>check</u> _____ tickets
John has 96 marbles. He wants to put the same amount into 3 containers. How many marbles will he put in each container?	<u>solve</u> <u>check</u> _____ marbles

NAME: _____ CLASS: _____ DATE: _____

Divide and check.



The remainder is
the amount that is
left over.

	<u>check</u>
12 R 1	12
2 $\overline{) 25}$	<u>x 2</u>
	24
	<u>+ 1</u>
	25

1. $3 \overline{) 34}$ check

2. $2 \overline{) 29}$ check

3. $4 \overline{) 45}$ check

4. $6 \overline{) 668}$ check

Solve each problem.

1. There are 247 balloons.
If two friends share the
balloons, how many will
each friend get?

solve

check

_____ balloons

2. Jerry, Sam, and Charlie
collected 634 bottlecaps.
Each of the boys collected
the same amount. How many
bottlecaps did each boy
collect?

solve

check

_____ bottlecaps

NAME: _____ CLASS: _____ DATE: _____

Solve and check each example.

"When I solve
a division
example
I follow
these steps!"



SUBTRACT

MULTIPLY

DIVIDE

$$\begin{array}{r} 18 \\ 2 \overline{)36} \end{array}$$

check

$$\begin{array}{r} 18 \\ \times 2 \\ \hline 36 \end{array}$$

1.) $3 \overline{)45}$

check

2.) $2 \overline{)54}$

check

3.) $5 \overline{)68}$

check

4.) $7 \overline{)91}$

check

5.) $2 \overline{)435}$

check

6.) $3 \overline{)648}$

check

NAME: _____ CLASS: _____ DATE: _____

Find each quotient. Check your answers.

1. <u>check</u> $2 \overline{)354}$	2. <u>check</u> $3 \overline{)762}$	3. <u>check</u> $4 \overline{)536}$
4. <u>check</u> $5 \overline{)635}$	5. <u>check</u> $6 \overline{)804}$	6. <u>check</u> $7 \overline{)999}$

CHALLENGE!

Do you see a pattern? Divide each example.

$5 \overline{)35}$

$5 \overline{)350}$

$5 \overline{)3,500}$

$5 \overline{)35,000}$

$4 \overline{)16}$

$4 \overline{)160}$

$4 \overline{)1,600}$

$4 \overline{)16,000}$

$7 \overline{)21}$

$7 \overline{)210}$

$7 \overline{)2,100}$

$7 \overline{)21,000}$

NAME: _____ CLASS: _____ DATE: _____

Solve each division example. Check your answers.

1. <u>check</u> $3 \overline{)315}$	2. <u>check</u> $2 \overline{)218}$	3. <u>check</u> $4 \overline{)416}$
4. <u>check</u> $3 \overline{)924}$	5. <u>check</u> $5 \overline{)530}$	6. <u>check</u> $2 \overline{)415}$
7. <u>check</u> $6 \overline{)624}$	8. <u>check</u> $4 \overline{)832}$	9. <u>check</u> $5 \overline{)521}$

NAME: _____ CLASS: _____ DATE: _____

Solve each problem. Check your answer.

1. Joan has a piece of string that is 38 centimeters long. She wants to cut the string into 2 equal pieces. How long will each piece be? _____ cm	<u>solve</u> <u>check</u>
2. Matthew had 28 flower seeds. If he plants 5 seeds in each flower pot, how many pots can he fill? _____ pots	<u>solve</u> <u>check</u>
3. Miguel has a job packing 3 cans in each box. How many boxes will 375 cans fill? _____ boxes	<u>solve</u> <u>check</u>
4. Harry sold 314 candy bars in 2 days. If he sold the same amount on both days, how many did he sell on each day? _____ candy bars	<u>solve</u> <u>check</u>
5. Mr. and Mrs. Keyes drove 416 miles in 4 days. If they drove the same number of miles each day, how many miles did they drive in one day? _____ miles	<u>solve</u> <u>check</u>
6. There are 680 jellybeans in a jar. Five friends are going to share them equally. How many jellybeans will each friend get? _____ jellybeans	<u>solve</u> <u>check</u>

SHARPENING YOUR SKILLS

Units 22, 23

Name: _____

Class: _____

Date: _____

1. $3\overline{)19}$

- (a) 6 (c) 6R2
(b) 6R1 (d) Not Here

2. $2\overline{)64}$

- (e) 34 (g) 31
(f) 32 (h) Not Here

3. Which example could be used to check this division?

$$\begin{array}{r} 121 \\ 4\overline{)484} \end{array}$$

- (a) $\begin{array}{r} 484 \\ \times 4 \\ \hline \end{array}$ (c) $\begin{array}{r} 121 \\ \times 4 \\ \hline \end{array}$
(b) $4\overline{)121}$ (d) $\begin{array}{r} 484 \\ +121 \\ \hline \end{array}$

4. $5\overline{)65}$

- (e) 11 (g) 13R1
(f) 13 (h) Not Here

5. Solve and check.

$$7\overline{)98}$$

check

6. Solve and check.

$$3\overline{)375}$$

check

7. $4\overline{)528}$

- (a) 102 (c) 232
(b) 122 (d) Not Here

8. $3\overline{)321}$

- (e) 17 (g) 107
(f) 170 (h) Not Here

9. It took Sally three weeks to read a book with 528 pages. If she read the same number of pages each week, how many pages did she read in one week?

_____ pages

10. Maria had 165 pennies in 4 equal stacks. How many were in each stack? How many were left over?

_____ pennies in each stack

_____ pennies left over

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

1. Find the mean.

a)

32
25
15

mean = _____

b)

16
20
24
12

mean = _____

c)

219
132
20
153

mean = _____

2. The heights of the five starters on the Sparrows basketball team are 64", 70" 76", and 81". What is the average height of the players on the team?

The average height is _____.

3. Chris and his family want to move to a city where the average temperature is not less than 65 degrees. Here are the two month averages for five cities. Compute the yearly average for each city and tell Chris in which cities he can live.

Month	Seattle	Chicago	New York	Los Angeles	San Francisco
Jan. - Feb.	28°	29°	38°	66°	60°
March - April	53°	41°	63°	71°	65°
May - June	65°	66°	76°	83°	77°
July - August	79°	70°	87°	88°	83°
Sept. - Oct.	75°	55°	76°	78°	75°
Nov. - Dec.	60°	39°	50°	70°	66°

The cities to which Chris might move are _____

Do you remember?

11	11	11	11	12	12	12	12
<u>x 6</u>	<u>x 4</u>	<u>x 8</u>	<u>x 7</u>	<u>x 5</u>	<u>x 9</u>	<u>x 4</u>	<u>x 7</u>

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

1. Find the range for each set of numbers below.

a) 25
36
77
53b) 825
716
429
387c) 462
1128
199
716

Range = _____

Range = _____

Range = _____

2. Circle the group with the smallest range.

a) 211
315
825
650b) 112
229
538
312c) 825
476
152
6663. Which students have the greatest range in test scores?
Put a check next to their names.

Al	75, 90, 86, 35, 66, 71, 90
Betty	63, 72, 96, 42, 75, 80, 86
Connie	65, 87, 92, 39, 78, 88, 67
Dan	79, 89, 95, 40, 72, 89, 93

4. Below are the daily temperatures for one week. Find the mode.

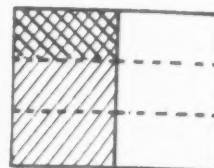
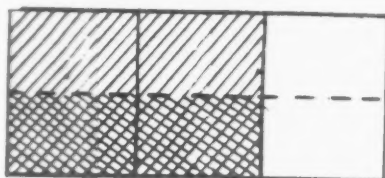
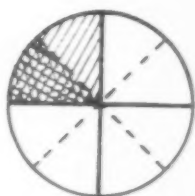
<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
86°	84°	88°	84°	90°	84°	85°

Mode = _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Solve each multiplication sentence below.



$$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$$

$$\frac{1}{2} \times \frac{2}{3} = \boxed{}$$

$$\frac{1}{3} \times \frac{1}{2} = \boxed{}$$

Complete the number sentences below. Then solve the following riddle: I will awaken at a special moment. Who am I?

$$\frac{3}{16} \quad \frac{2}{20} \quad \frac{3}{20} \quad \frac{3}{20} \quad \frac{4}{9} \quad \frac{2}{12} \quad \frac{2}{10} \quad \frac{3}{16} \quad \frac{3}{12} \quad \frac{3}{20} \quad \frac{2}{16} \quad \frac{2}{15} \quad \frac{4}{10} \quad \frac{6}{15}$$

$$\frac{1}{8} \times \frac{1}{2} = \boxed{\frac{1}{16}} \text{ S}$$

$$\frac{3}{5} \times \frac{2}{3} = \boxed{} \text{ Y}$$

$$\frac{4}{5} \times \frac{1}{2} = \boxed{} \text{ T}$$

$$\frac{2}{5} \times \frac{1}{3} = \boxed{} \text{ U}$$

$$\frac{1}{2} \times \frac{2}{10} = \boxed{} \text{ L}$$

$$\frac{1}{4} \times \frac{2}{4} = \boxed{} \text{ A}$$

$$\frac{3}{4} \times \frac{1}{5} = \boxed{} \text{ E}$$

$$\frac{2}{3} \times \frac{2}{3} = \boxed{} \text{ P}$$

$$\frac{1}{3} \times \frac{3}{4} = \boxed{} \text{ B}$$

$$\frac{3}{8} \times \frac{1}{2} = \boxed{} \text{ G}$$

$$\frac{1}{2} \times \frac{2}{5} = \boxed{} \text{ N}$$

$$\frac{1}{4} \times \frac{2}{3} = \boxed{} \text{ I}$$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Write each whole number as a fraction.

$$16 = \frac{16}{1} \quad 23 = \frac{}{} \quad 46 = \frac{}{} \quad 12 = \frac{}{} \quad 8 = \frac{}{}$$

Write each fraction as a whole number.

$$\frac{17}{1} = \frac{17}{1} \quad \frac{15}{1} = \frac{}{} \quad \frac{37}{1} = \frac{}{} \quad \frac{25}{1} = \frac{}{} \quad \frac{56}{1} = \frac{}{}$$

Write each whole number as a fraction. Multiply to find the product.

$$\text{a) } 5 \times \frac{1}{8} = \frac{5}{1} \times \frac{1}{8} = \frac{5}{8} \quad \text{b) } 3 \times \frac{1}{4} = \frac{}{} \times \frac{1}{4} = \frac{}{}$$

$$\text{c) } 6 \times \frac{1}{12} = \frac{}{} \times \frac{1}{12} = \frac{}{} \quad \text{d) } 3 \times \frac{3}{10} = \frac{}{} \times \frac{3}{10} = \frac{}{}$$

$$\text{e) } 2 \times \frac{2}{5} = \frac{}{} \times \frac{2}{5} = \frac{}{} \quad \text{f) } 4 \times \frac{3}{16} = \frac{}{} \times \frac{3}{16} = \frac{}{}$$

CHALLENGE!

Solve the word problems.

1. Joe needs $\frac{3}{8}$ foot of ribbon for each award. How much ribbon does he need for 2 awards? Answer: _____

- 2.a) Jackie used $\frac{1}{4}$ teaspoon of salt for her recipe. How much salt will she use if she triples her recipe?

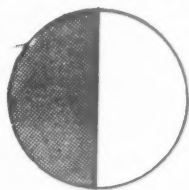
Answer: _____

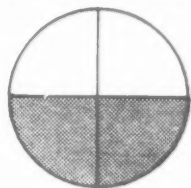
- b) How much salt will she have left if she began with one teaspoon of salt? Answer: _____

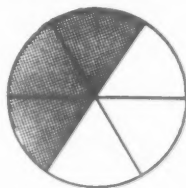
NAME: _____ CLASS: _____ DATE: _____

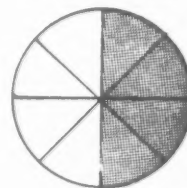
Follow the directions below.

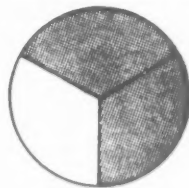
1. Name each shaded fraction. Then cut along the dotted lines.
2. Use the cards to play Match Game. Choose a partner for this game.
3. Place the cards face down.
4. Pick two cards. If they are equivalent fractions, you may keep the cards and try again.
5. If they are not equivalent fractions return the cards and the other player may take a turn.
6. The player with the most cards at the end of the game is the winner.

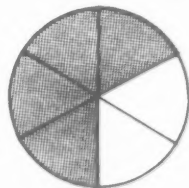


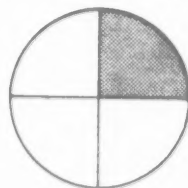
$$\frac{1}{2}$$


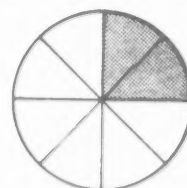
$$\frac{2}{4}$$


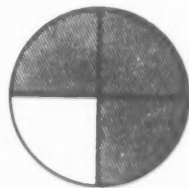
$$\frac{3}{6}$$


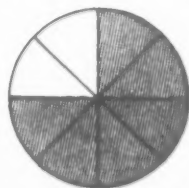
$$\frac{4}{8}$$


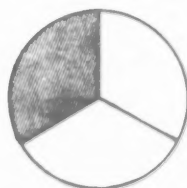
$$\frac{2}{3}$$


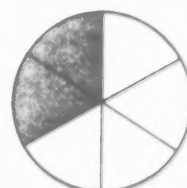
$$\frac{3}{6}$$


$$\frac{1}{4}$$


$$\frac{2}{8}$$


$$\frac{3}{4}$$


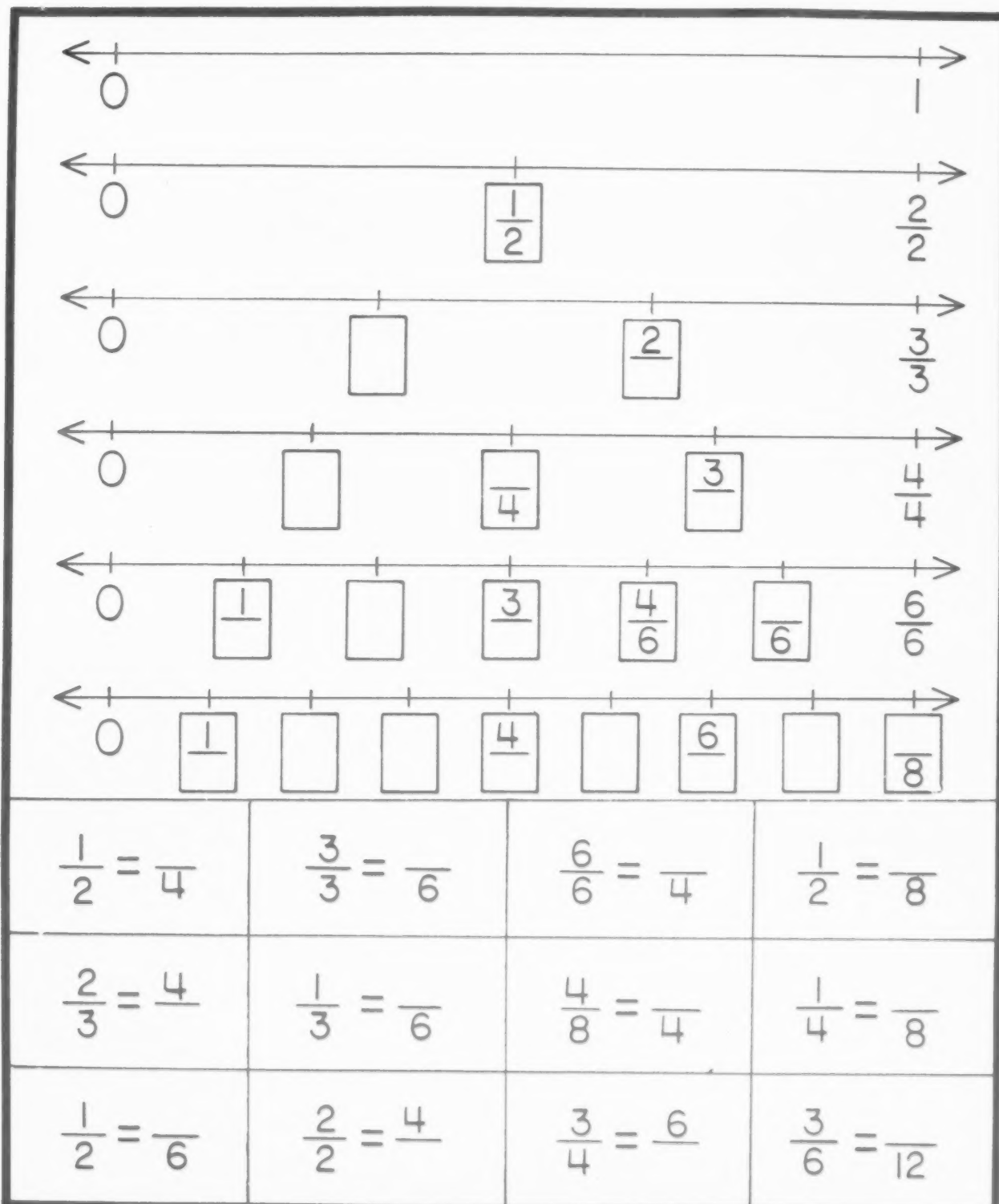
$$\frac{6}{8}$$


$$\frac{1}{3}$$


$$\frac{2}{6}$$

NAME: _____ CLASS: _____ DATE: _____

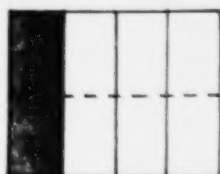
Fill in the missing points on each number line. Use the number lines to find the equivalent fractions.



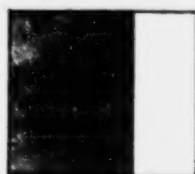
NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

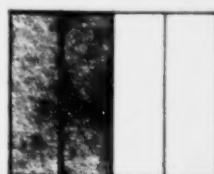
- A. Draw a horizontal line to make an equivalent fraction.
Name the equivalent fraction.



$$\frac{1}{4} = \frac{2}{8}$$



$$\frac{2}{3} = \boxed{}$$

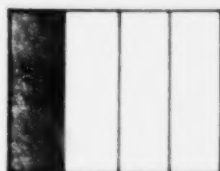


$$\frac{2}{4} = \boxed{}$$



$$\frac{3}{7} = \boxed{}$$

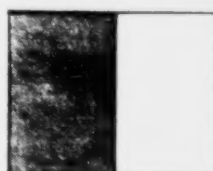
- B. Draw two horizontal lines to make equivalent fractions.
Name the equivalent fractions.



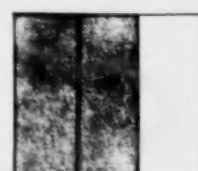
$$\frac{1}{4} = \frac{3}{12}$$



$$\frac{2}{6} = \boxed{}$$



$$\frac{1}{2} = \boxed{}$$



$$\frac{2}{3} = \boxed{}$$

- C. Name the equivalent fraction.

$$\frac{1}{2} = \frac{2}{\boxed{}}$$

$$\frac{2}{3} = \frac{\boxed{}}{6}$$

$$\frac{1}{5} = \frac{3}{\boxed{}}$$

$$\frac{3}{4} = \frac{9}{\boxed{}}$$

- D. Name one equivalent fraction for each fraction below.

$$\frac{1}{3} = \boxed{}$$

$$\frac{2}{5} = \boxed{}$$

$$\frac{1}{8} = \boxed{}$$

$$\frac{5}{6} = \boxed{}$$

CHALLENGE!

Look at each fraction in the code boxes. Find an equivalent fraction in the boxes below and write the code letter in the box.

WHAT HAS A BARK
BUT NEVER BITES?



E	T	A	R
$\frac{1}{2}$	$\frac{2}{3}$	$\frac{2}{5}$	$\frac{3}{4}$

$\frac{4}{10}$
$\boxed{}$

$\frac{4}{6}$	$\frac{6}{8}$	$\frac{5}{10}$	$\frac{3}{6}$
$\boxed{}$	$\boxed{}$	$\boxed{}$	$\boxed{}$

SHARPENING YOUR SKILLS

Units 24, 25, 26

Name: _____ Class: _____ Date: _____

1. Find the average of the following numbers:

26, 22, 30, 18

The average is _____.

Use the following table to answer questions 2 and 3.

Weekly	Temperature
Sunday	80°
Monday	82°
Tuesday	69°
Wednesday	87°
Thursday	72°
Friday	82°
Saturday	82°

2. What was the range in temperature for the past week?

(a) 80° (c) 18°
(b) 82° (d) 22°

3. Find the mode for the weekly temperature.

(e) 18° (g) 87°
(f) 69° (h) 82°

4. Sal was reading an adventure story. He read 18 pages on Monday, 16 pages on Tuesday, 24 pages on Wednesday, 12 pages on Thursday, and 20 pages on Friday. What was the average number of pages Sal read each day?

(a) 90 pages (c) 18 pages
(b) 20 pages (d) Not Here

5. $\frac{2}{5} \times \frac{1}{2} = \square$

(e) $\frac{2}{5}$

(g) $\frac{2}{10}$

(f) $\frac{3}{7}$

(h) Not Here

6. $\frac{1}{2} \times \frac{3}{4} = \square$

7. $3 \times \frac{1}{5} = \square$

8. $\frac{1}{4} \times 3 = \square$

9. $\frac{1}{2} = \frac{\square}{4}$

(a) 1

(c) 3

(b) 2

(d) Not Here

10. $\frac{3}{4} = \frac{\square}{8}$

(e) 3

(g) 5

(f) 6

(h) Not Here

11. $\frac{2}{5} = \frac{6}{\square}$

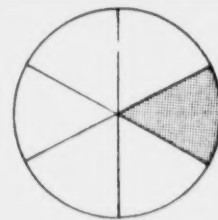
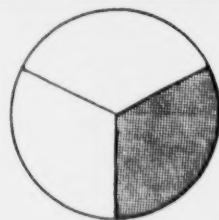
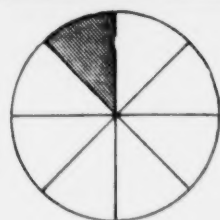
12. Name 2 fractions that are equivalent to $\frac{1}{3}$.

$\frac{1}{3} = \square$

$\frac{1}{3} = \square$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.



1. Look at the three circles. Write the shaded fractions from least to greatest.

_____ < _____ < _____

2. $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$

Which of these fractions is neither greatest nor least?

3. $\frac{1}{6}$ $\frac{1}{5}$ $\frac{1}{8}$

Arrange these fractions from greatest to least. Fill in > or <.

_____ ○ _____ ○ _____

4. Billy had $\frac{1}{4}$ of a dollar, Susie had $\frac{1}{10}$ of a dollar, and Maria had $\frac{1}{2}$ of a dollar. List the fractions in order from greatest to least.

_____ > _____ > _____

Who had the most money?

_____ had the most money.

5. If Eddie worked $\frac{1}{5}$ of an hour on Monday, $\frac{1}{3}$ of an hour on Tuesday, and $\frac{1}{4}$ of an hour on Wednesday, on which day did he work the greatest amount of time?

On which day did he work the least amount of time?

6. Look at each group of fractions. Write > or < in each circle to make each statement true.

$$\frac{1}{2} \bigcirc \frac{1}{4} \bigcirc \frac{1}{6}$$

$$\frac{1}{5} \bigcirc \frac{1}{3} \bigcirc \frac{1}{2}$$

$$\frac{1}{6} \bigcirc \frac{1}{7} \bigcirc \frac{1}{8}$$

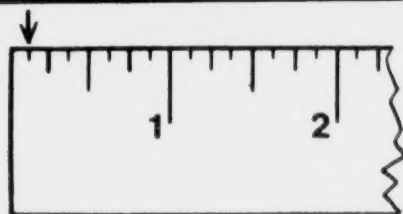
$$\frac{1}{6} \bigcirc \frac{1}{10} \bigcirc \frac{1}{20}$$

$$\frac{1}{8} \bigcirc \frac{1}{4} \bigcirc \frac{1}{3}$$

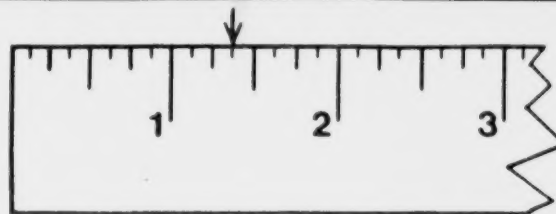
$$\frac{1}{23} \bigcirc \frac{1}{22} \bigcirc \frac{1}{21}$$

NAME: _____ CLASS: _____ DATE: _____

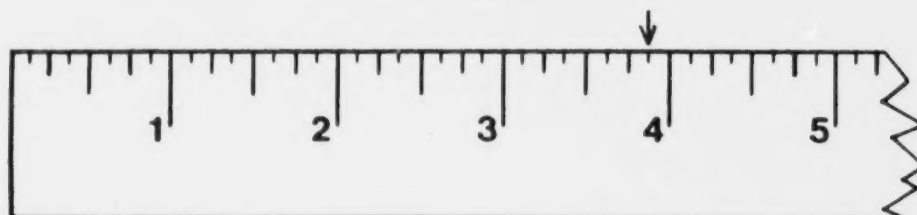
Write the measurement to which the arrows are pointing.



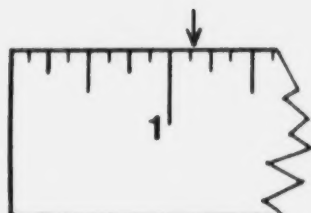
_____ inch



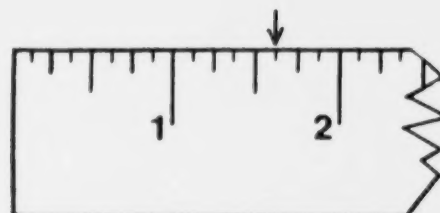
_____ inches



_____ inches



_____ inches



_____ inches

CHALLENGE!

How many $\frac{1}{8}$ inches are there in 3 inches? _____

How many $\frac{1}{4}$ inches are there in 3 inches? _____

How many $\frac{1}{2}$ inches are there in 3 inches? _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

A. Complete the chart.

_____ inches = 1 foot

_____ inches = 1 yard

_____ feet = 1 yard

_____ feet = 1 mile

_____ yards = 1 mile

B. Write inches, feet, yards, miles, or kilometer to complete each sentence.

1. Jackie ran a marathon. She ran 26 _____.

2. Sue is 48 _____ tall.

3. The door to our classroom is about 6 _____ high.

4. Teddy has a swimming pool in his backyard.

The water is 4 _____ deep.

5. One thousand meters equals one _____.

6. A football field measures 100 _____.

Do you remember?

$$\begin{array}{r} 20 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 300 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 500 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 800 \\ \times 4 \\ \hline \end{array}$$

SHARPENING YOUR SKILLS

Units 27, 28

Name: _____ Class: _____ Date: _____

1. Which number sentence correctly describes the shaded parts of these figures?



- (a) $\frac{1}{5} > \frac{1}{4} > \frac{1}{3}$ (c) $\frac{1}{5} < \frac{1}{4} < \frac{1}{3}$
 (b) $\frac{1}{5} > \frac{1}{4} < \frac{1}{3}$ (d) Not Here

2. Billy walked $\frac{1}{4}$ of a kilometer after breakfast, $\frac{1}{2}$ of a kilometer after lunch, and $\frac{1}{3}$ of a kilometer after dinner. When did Billy do the most walking?

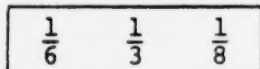
- (e) after lunch
 (f) after dinner
 (g) after breakfast
 (h) at midnight

3. Write the fractions for the shaded parts of these figures in order from least to greatest.



_____ < _____ < _____

4. Write these 3 fractions in order from greatest to least.



_____ > _____ > _____

5. Pat must walk a very long way to get to her grandmother's house. Which of these distances might tell how far away her grandmother lives?

- (a) a mile (c) a meter
 (b) a yard (d) a foot

6. Nora measured her room. It was 4 yards long. How many feet long is her room?

Her room is _____ feet long.

7.



Which of these units of measure would be best for measuring the distance from New York to Los Angeles?

- (e) inches (g) yards
 (f) meters (h) kilometers

8. Here are 3 distances:

$\frac{1}{5}$ of a mile, $\frac{1}{3}$ of a mile,
 $\frac{1}{10}$ of a mile

Which distance is greatest? _____

Which distance is least? _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Here are 4 consecutive numbers: 6, 7, 8, 9.

How many are odd? _____ How many are even? _____

Here are 10 consecutive numbers:

19, 20, 21, 22, 23, 24, 25, 26, 27, 28.

How many are odd? _____ How many are even? _____

Draw a ring around the numbers below which can be divided by 2 with no remainder.

37 15 26 18 43 52 66 12 81

What kind of numbers are the circled numbers?

Look at the pictures below to find the sums. Write whether they are odd or even.

[illegible]
$$\begin{array}{ccccccc} \boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{0} & + & \boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{0} & = & \boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{1}\boxed{0} \\ \hline \text{odd} & + & \text{odd} & = & \end{array}$$
$$\begin{array}{ccccccc} \square\square\square\square & + & \square\square\square\square & = & \square\square\square\square\square\square\square\square \\ \hline \text{even} & + & \text{even} & = & \hline \end{array}$$

Now try these:

even + _____ = odd

$$\text{odd} + \underline{\hspace{2cm}} = \text{odd}$$

odd + _____ = even

 + even = even

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

1. Jackie had 46 marbles. She arranges them in groups of two. Draw the groups.



Are there any left over? _____ Is 46 odd or even? _____

2. Arrange these coins in sets of two.



Are there any left over? _____ Is the number odd or even? _____ What is the number? _____

3. Divide each number by 2. Is it odd or even?

52 <u>even</u>	31 _____	44 _____	100 _____
73 _____	80 _____	88 _____	36 _____
66 _____	27 _____	89 _____	75 _____

4. Subtract. Write odd or even on each line.

36 - 21 = <u>15</u> <u>even</u> - <u>odd</u> = <u>odd</u>	41 - 15 = _____ _____ - _____ = _____	32 - 18 = _____ _____ - _____ = _____
3 - 2 = _____ _____ - _____ = _____	92 - 42 = _____ _____ - _____ = _____	61 - 41 = _____ _____ - _____ = _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

1. Connect the points to show the following:

a.) two intersecting lines

A. .C

B. .D

Name the lines:

AD and BC

b.) two perpendicular lines

G.

F.

.J

H.

Name the lines:

_____ and _____

c.) two parallel lines

K.

.L

M.

.N

Name the lines:

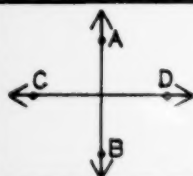
_____ and _____



2. a.) What kind of lines are these? _____

b.) At how many points do the lines intersect? _____

c.) Name the point where they intersect. _____



3. a.) What kind of lines are these? _____

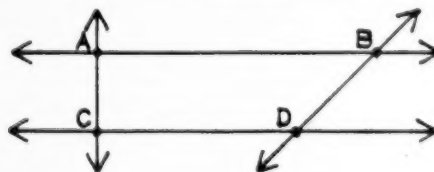
b.) How many right angles are formed where they intersect? _____

4. Draw two parallel lines below.

5. Label each set of lines as intersecting, perpendicular, or parallel.



CHALLENGE!



a.) Name the parallel lines. _____ and _____.

b.) Name the perpendicular lines. _____ and _____; _____ and _____.

SHARPENING YOUR SKILLS

Units 29, 30

Name: _____ Class: _____ Date: _____

1. A number which, when divided by 2, leaves no remainder is called an _____ number.

2. A number which, when divided by 2, leaves a remainder of 1 is called an _____ number.

3. An even number plus an even number equals an _____ number.

4. An even number added to an odd number equals an _____ number.

5. The sum of two odd numbers will always be an _____ number.

6. The difference of two odd numbers will always be an _____ number.

7. An even number minus an even number equals an _____ number.

8. If we subtract an even number from an odd number, the difference will be an _____ number.

9. Intersecting lines are lines that

- (a) never cross each other.
- (b) cross each other at one point.
- (c) cross each other at two points.
- (d) Not Here

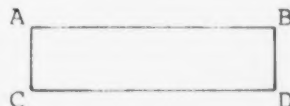
10. Parallel lines are lines that

- (e) never cross each other.
- (f) cross each other at one point.
- (g) cross each other at two points.
- (h) Not Here

11. Right angles are formed by

- (a) intersecting lines.
- (b) parallel lines.
- (c) perpendicular lines.
- (d) Not Here

12. Name the parallel lines in this figure.



NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

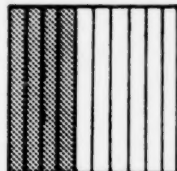
Draw a line to match the decimal number with the words.

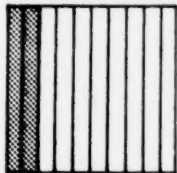
0.2	nine tenths
0.6	three tenths
0.3	four tenths
0.9	six tenths
0.4	two tenths

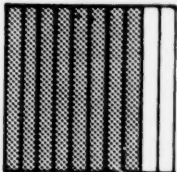
Write the decimal number for each fraction.

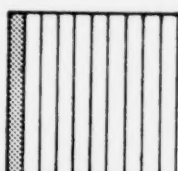
$\frac{8}{10}$	=	_____
$\frac{1}{10}$	=	_____
$\frac{5}{10}$	=	_____
$\frac{2}{10}$	=	_____
$\frac{9}{10}$	=	_____

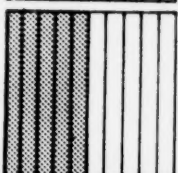
Write the decimal number for each picture.

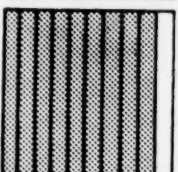
a.  0.4

b.  _____

c.  _____

d.  _____

e.  _____

f.  _____

Count by tenths. Write the missing numbers.

0.1, 0.2, _____, _____, _____, 0.6, _____, _____, _____, 1 whole

1 whole, 0.9, 0.8, _____, _____, _____, 0.4, _____, _____, 0.1

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Write each fraction below as a decimal.

$\frac{12}{100}$	$\frac{25}{100}$	$\frac{37}{100}$	$\frac{5}{100}$	$\frac{1}{100}$	$\frac{7}{100}$	$\frac{9}{100}$
<u>0.12</u>	_____	_____	_____	_____	_____	_____

Draw a line to connect each fraction with its equivalent decimal form.

$\frac{4}{100}$	0.26
$\frac{22}{100}$	0.99
$\frac{26}{100}$	0.22
$\frac{39}{100}$	0.06
$\frac{99}{100}$	0.39
$\frac{6}{100}$	0.04

Write each of the following in decimal form.

sixty-three hundredths _____	eleven hundredths _____
five hundredths _____	fifty hundredths _____
twenty hundredths _____	seventeen hundredths _____
seventy-two hundredths _____	ninety-nine hundredths _____

Do you remember?

$$\frac{3}{4} \times \frac{1}{2} = \boxed{} \quad \frac{1}{4} \times \frac{1}{3} = \boxed{} \quad \frac{1}{2} \times \frac{3}{5} = \boxed{} \quad \frac{2}{3} \times \frac{1}{5} = \boxed{}$$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Match each circled number with its equivalent value.

$8.\textcircled{4}6$ $\frac{4}{1}$ $\frac{4}{10}$ $\frac{4}{100}$	$9.0\textcircled{7}$ $\frac{7}{10}$ $\frac{7}{1}$ $\frac{7}{100}$	$6.2\textcircled{5}$ $\frac{5}{100}$ $\frac{5}{10}$ $\frac{5}{1}$
$\textcircled{1}.11$ $\frac{1}{10}$ 1 $\frac{1}{100}$	$2.\textcircled{3}9$ $\frac{3}{100}$ $\frac{3}{10}$ 3	$9.7\textcircled{8}$ $\frac{8}{100}$ 8 $\frac{8}{10}$

Build a Number

6 in the hundredths column
 2 in the ones column
 1 in the tenths column

The number is _____.

5 in the hundredths column
 0 in the ones column
 0 in the tenths column

The number is _____.

9 in the tens column
 1 in the tenths column
 3 in the hundredths column
 2 in the ones column

The number is _____.

4 in the ones column
 7 in the tenths column
 5 in the tens column
 1 in the hundredths column

The number is _____.

CHALLENGE!

Look for a pattern in each series of numbers below.
 Write the next two numbers in each series.

1, 3, 4, 6, 7, 9, 10, ____, ____

2, 4, 3, 6, 5, 10, 9, ____, ____

18, 9, 10, 5, 6, 3, 4, ____, ____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

- ① Gloria ran 100 yards in 14.27 seconds. Joey ran 100 yards in 14.72 seconds. Who ran the 100 yard distance in less time? _____ ran the distance in less time.

Fill in $>$ or $<$. $14.27 \bigcirc 14.72$

- ② Joan ran 3.1 kilometers. John ran 2.93 kilometers. Who ran the greater distance? _____ ran the

Fill in $>$ or $<$. $3.1 \bigcirc 2.93$ greater distance.

- ③ Write $>$, $<$, or $=$ so that each statement is true.

$0.23 \bigcirc 0.15$

$2.41 \bigcirc 2.50$

$0.73 \bigcirc 0.47$

$0.41 \bigcirc 0.75$

$0.56 \bigcirc 0.91$

$3.9 \bigcirc 3.9$

$2.4 \bigcirc 2.43$

$56.1 \bigcirc 56.19$

$23.1 \bigcirc 2.31$

$0.42 \bigcirc 4.2$

$3.2 \bigcirc 3.2$

$.14 \bigcirc 0.14$

- ④ Write the numbers below in decreasing order.

4.1, 4.01, 4.11 $\_\_\_ > \_\_\_ > \_\_\_$

13.6, 13.62, 13.59 $\_\_\_ > \_\_\_ > \_\_\_$

- ⑤ Write the numbers below in increasing order.

0.17, 0.09, 0.13 $\_\_\_ < \_\_\_ < \_\_\_$

4.31, 4.30, 4.35 $\_\_\_ < \_\_\_ < \_\_\_$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Write each pair of equivalent fractions as equivalent decimals.

$\frac{6}{10} = \frac{60}{100}$

$\frac{5}{10} = \frac{50}{100}$

$2\frac{8}{10} = 2\frac{80}{100}$

_____ = _____

_____ = _____

_____ = _____

Match each decimal in column A with an equivalent decimal in column B.

0.9 ——— 3.30

0.4 ——— 0.30

0.3 ——— 0.90

0.8 ——— 0.40

2.2 ——— 0.80

3.3 ——— 2.20

Express each decimal as hundredths.

0.6 = _____

5.4 = _____

8.8 = _____

2.1 = _____

3.0 = _____

Write $>$, $<$, or $=$ so that each statement is true.

6.5 ○ 6.50

8.2 ○ 8.02

1.1 ○ 1.10

2.1 ○ 1.20

3.4 ○ 4.30

1.1 ○ 1.0

4.0 ○ 4.00

6.1 ○ 6.11

3.9 ○ 4.0

CHALLENGE!

How many rectangles can you find? _____

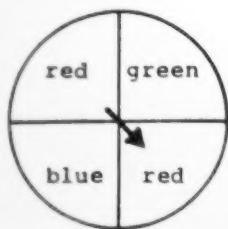
NAME: _____ CLASS: _____ DATE: _____

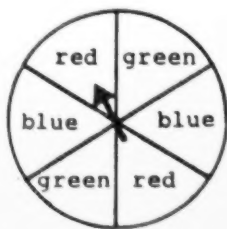
Follow the directions below.

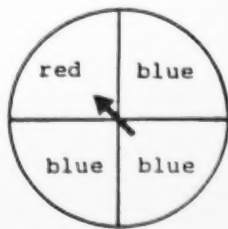
A.

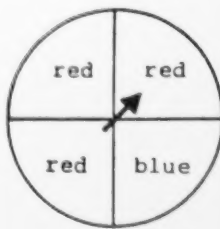
What is the probability that the spinner will land on red on each of the following spinners?



$$\frac{1}{3}$$






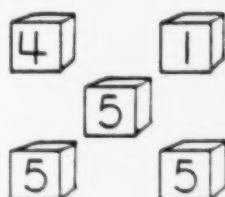


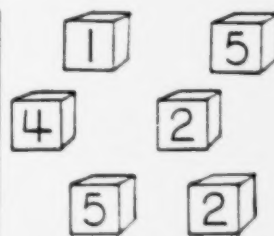
B.

If you were to pick a block from each group below, without looking, what is the probability that you would pick a block with a 5 on it?



$$\frac{1}{5}$$

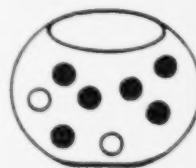


C.

Here are 8 marbles.

How many are black? _____

How many are white? _____



If you were to pick a marble without looking, would you be more likely to pick a white marble or a black marble? _____

What is the probability of picking a white marble? _____

What is the probability of picking a black marble? _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

If you toss a coin it can land heads up or tails up.

heads



tails

What is the probability that the coin will land heads up? _____

What is the probability that the coin will land tails up? _____

How many times do you think heads will come up if you toss a coin 10 times? _____

20 times? _____

Now do the experiment. Toss a coin 10 times and tally the results. Compare the results with your prediction. Then continue tossing the coin 10 more times for a total of 20 tosses. Again compare the results with your prediction.

Tossing a Coin

Heads	
Tails	

After 10 tosses: _____ heads and _____ tails.

After 20 tosses: _____ heads and _____ tails.

SHARPENING YOUR SKILLS

Units 31, 32, 33

Name: _____ Class: _____ Date: _____

1. We read the numeral 0.5 as _____.

- (a) five (c) five tenths
(b) five tens (d) Not Here

7. 0.2 is equivalent to _____.

- (a) 2.0 (c) 20.0
(b) 0.20 (d) Not Here

2. 

Which is the decimal fraction for the shaded part of this figure?

- (e) 0.4 (g) 6.0
(f) 0.6 (h) Not Here

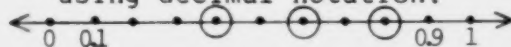
8.



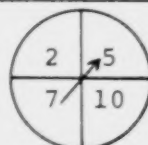
Which fraction represents the probability of the spinner landing on blue?

- (e) $\frac{1}{2}$ (g) $\frac{1}{4}$
(f) $\frac{2}{3}$ (h) Not Here

3. Label the three circled points on the number line using decimal notation.



9.



What is the probability of the spinner landing on a number less than 7?

- (a) $\frac{1}{4}$ (c) $\frac{3}{4}$
(b) $\frac{2}{4}$ (d) Not Here

4. $\frac{37}{100} = \square$

- (a) 3.7 (c) 0.037
(b) 0.37 (d) Not Here

5. 4.25

What is the place value of the underlined digit?

- (e) 5 ones (g) 5 hundredths
(f) 5 tenths (h) Not Here

10.



What is the probability of the spinner landing on an odd number?

Probability = _____

6. Compare each pair of decimals below. Use >, <, or =.

0.84 _____ 0.48
2.02 _____ 2.20
8.4 _____ 8.24
5.27 _____ 5.34

11. There are 3 red marbles and 5 blue marbles in a bag. What is the probability that you will pick a red marble?

Probability = _____

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Remember:

Factors are numbers that, when multiplied together, equal a product.

What are the factors of 3?

$$1 \times 3 = 3 \quad 3 \times 1 = 3$$

The factors of 3 are 1 and 3.

Don't Forget:

A prime number has only 2 factors, 1 and itself.

Write all the multiplication facts for each circled number. Then list all the factors of each number.

(7)

FACTS

FACTORS ARE

(8)

FACTS

FACTORS ARE

(17)

FACTS

FACTORS ARE

(12)

FACTS

FACTORS ARE

(11)

FACTS

FACTORS ARE

(15)

FACTS

FACTORS ARE

Circle yes or no.

Is 7 a prime number? Yes No

Is 12 a prime number? Yes No

Is 8 a prime number? Yes No

Is 11 a prime number? Yes No

Is 17 a prime number? Yes No

Is 15 a prime number? Yes No

NAME: _____ CLASS: _____ DATE: _____

Follow the directions in Strategy 1.

Sieve of Eratosthenes

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

List the prime numbers:

<u>2</u>	<u>3</u>	<u>5</u>	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Do you remember?

$$3 \overline{)96}$$

check

$$2 \overline{)482}$$

check

$$4 \overline{)848}$$

check

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Let's find all the
factors of $\boxed{6}$.

$$2 \times 3 = 6 \quad 6 \times 1 = 6$$

$\boxed{2, 3, 1, \text{ and } 6}$ are factors of 6.

Remember

A composite number
has more than 2 factors.
6 is a composite number.

Write all the multiplication facts for each number.
Then list all the factors of each number.

⑩

FACTSFACTORS ARE

⑪

FACTSFACTORS ARE

⑫

FACTSFACTORS ARE

⑬

FACTSFACTORS ARE

⑭

FACTSFACTORS ARE

⑮

FACTSFACTORS ARE

Complete each sentence with the word prime or composite.

10 is a _____ number.

19 is a _____ number.

13 is a _____ number.

18 is a _____ number.

16 is a _____ number.

25 is a _____ number.

NAME: _____ CLASS: _____ DATE: _____

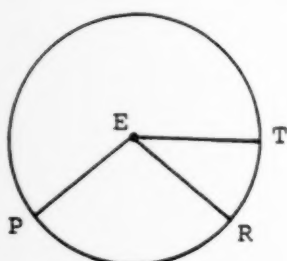
Rename each number as a product of its primes. Do not use 1 as a factor.

<pre> graph TD 8((8)) --- 2a((2)) 8 --- 4((4)) 2a --- 2b((2)) 4 --- 2c((2)) 4 --- 2d((2)) </pre>	<pre> graph TD 12((12)) --- 4((4)) 12 --- 3((3)) 4 --- C1(()) 4 --- C2(()) 3 --- C3(()) </pre>
<pre> graph TD 16((16)) --- 4a((4)) 16 --- 4b((4)) 4a --- C1(()) 4a --- C2(()) 4b --- C3(()) 4b --- C4(()) </pre>	<pre> graph TD 18((18)) --- 9((9)) 18 --- 2((2)) 9 --- C1(()) 9 --- C2(()) 2 --- C3(()) </pre>
<pre> graph TD 20((20)) --- C1(()) 20 --- C2(()) </pre>	<pre> graph TD 24((24)) --- C1(()) 24 --- C2(()) </pre>

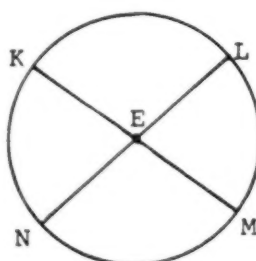
NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

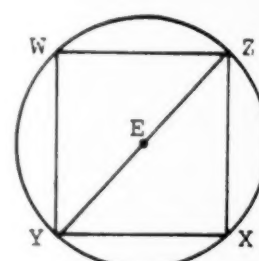
1. In each circle below, point E is the center. Name each line segment that is a radius.



EP ER ET
radii

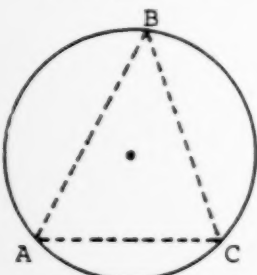


radii

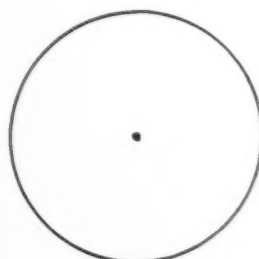


radii

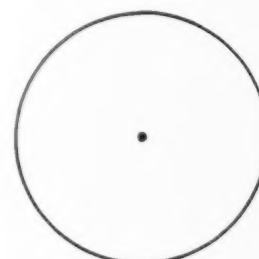
2. Draw a different shape inside each circle using only chords.



AB AC BC
chords



chords

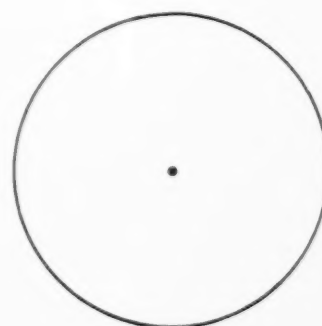


chords

3. Draw 4 radii in the circle below.



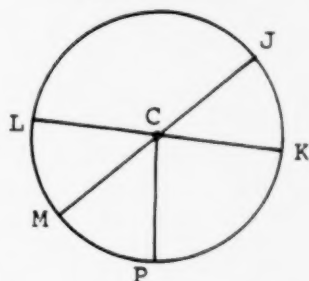
4. Draw 2 chords in the circle below.

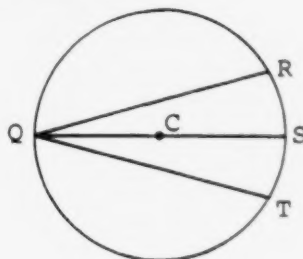


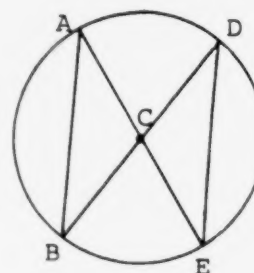
NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

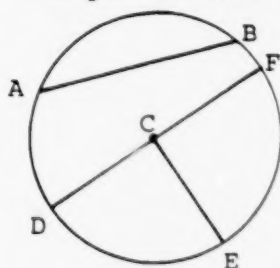
1. In each circle below, point C is the center. Name each line segment that is a diameter.

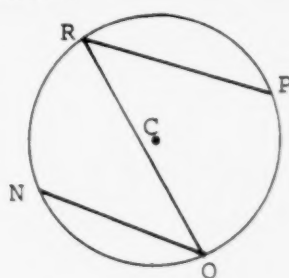


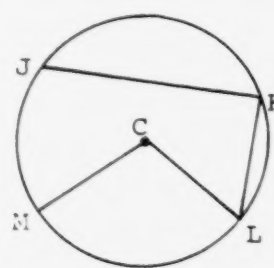




2. In each circle below, point C is the center. Name each line segment that is a chord.







3. Complete each sentence.

- If the radius of a circle is 6 cm, the diameter is ____ cm.
- If the radius of a circle is 10 cm, the diameter is ____ cm.
- If the diameter of a circle is 18 cm, the radius is ____ cm.
- If the diameter of a circle is 14 cm, the radius is ____ cm.

Do you remember?

For each fraction below, write an equivalent decimal.

$$\frac{8}{10} = \underline{\hspace{2cm}}$$

$$\frac{42}{100} = \underline{\hspace{2cm}}$$

$$\frac{78}{100} = \underline{\hspace{2cm}}$$

$$\frac{9}{100} = \underline{\hspace{2cm}}$$

NAME: _____ CLASS: _____ DATE: _____

Follow the directions below.

Help find the definition of a polygon by crossing out the wrong word.

A polygon is a simple $\begin{pmatrix} \text{closed} \\ \text{open} \end{pmatrix}$ figure with $\begin{pmatrix} \text{two} \\ \text{three} \end{pmatrix}$ or $\begin{pmatrix} \text{more} \\ \text{less} \end{pmatrix}$ straight sides.

Which of the figures below are polygons? Write Yes or No.



Yes _____

List 3 things you see in the classroom and 3 things you see at home which suggest the figure of a polygon.

<u>CLASSROOM</u>		<u>HOME</u>	
<u>OBJECT</u>	<u>POLYGON</u>	<u>OBJECT</u>	<u>POLYGON</u>
1. <u>window pane</u>	<u>rectangle</u>	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____

CHALLENGE!

Can you find the missing addends?

$$\begin{array}{r} \boxed{} \\ + 271 \\ \hline 615 \end{array}$$

$$\begin{array}{r} \boxed{} \\ + 139 \\ \hline 814 \end{array}$$

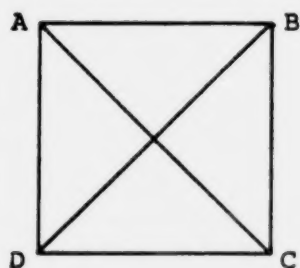
$$\begin{array}{r} \boxed{} \\ + 438 \\ \hline 876 \end{array}$$

$$\begin{array}{r} \boxed{} \\ + 239 \\ \hline 832 \end{array}$$

$$\begin{array}{r} \boxed{} \\ + 295 \\ \hline 701 \end{array}$$

NAME: _____ CLASS: _____ DATE: _____

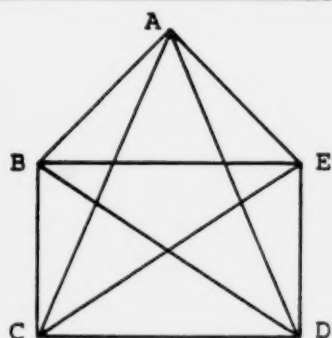
Write the number of diagonals in each figure. Then write the names of each diagonal on the line below the figure.



Given: Polygon ABCD

Number
of
Diagonals _____

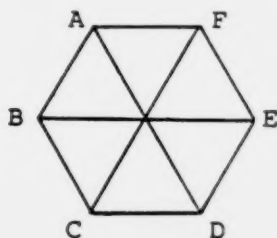
Names
of
Diagonals _____



Given: Polygon ABCDE

Number
of
Diagonals _____

Names
of
Diagonals _____

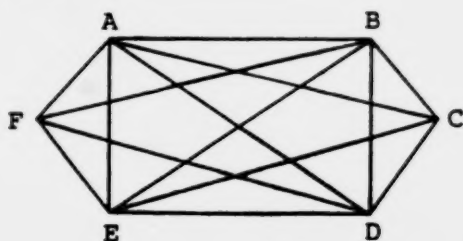


Given: Polygon ABCDEF

Number
of
Diagonals _____

Names
of
Diagonals _____

CHALLENGE!



Given: Polygon ABCDEF

Number
of
Diagonals _____

Names
of
Diagonals _____

SHARPENING YOUR SKILLS

Units 34, 35, 36

Name: _____ Class: _____ Date: _____

1. A number with only two factors, 1 and itself, is called a _____.

2. Which of the following is a prime number?

- (a) 16 (c) 7
(b) 12 (d) Not Here

3. Draw a ring around the prime numbers.

2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12

4. Name two prime numbers between 20 and 30.

5. Which of the following is a composite number?

- (e) 5 (g) 11
(f) 12 (h) Not Here

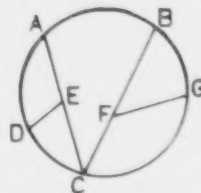
6. $20 = 5 \times 2 \times \square$

- (a) 10 (c) 2
(b) 5 (d) Not Here

7. Which circle shows a radius?

- (e)  (g) 
(f)  (h) Not Here

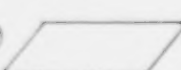
8. Name the chords of this circle.



9. Which circle shows a diameter?

- (a)  (c) 
(b)  (d) Not Here

10. Which of the following is not a polygon?

- (e)  (g) 
(f)  (h) 

11. Draw a diagonal of this polygon.

